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THE AMERICAN School Board Journal

A Periodical of School Administration

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BUILDING DESIGN & CONSTRUCTION: BUILDING OPERATION •

• AND MAINTENANCE: BUDGETING AND ACCOUNTING: RESEARCH: PUBLIC

In This Issue: **THE CHANGING FUNCTIONS
OF LOCAL SCHOOL BOARDS**—Theodore V. Quinlivan



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for
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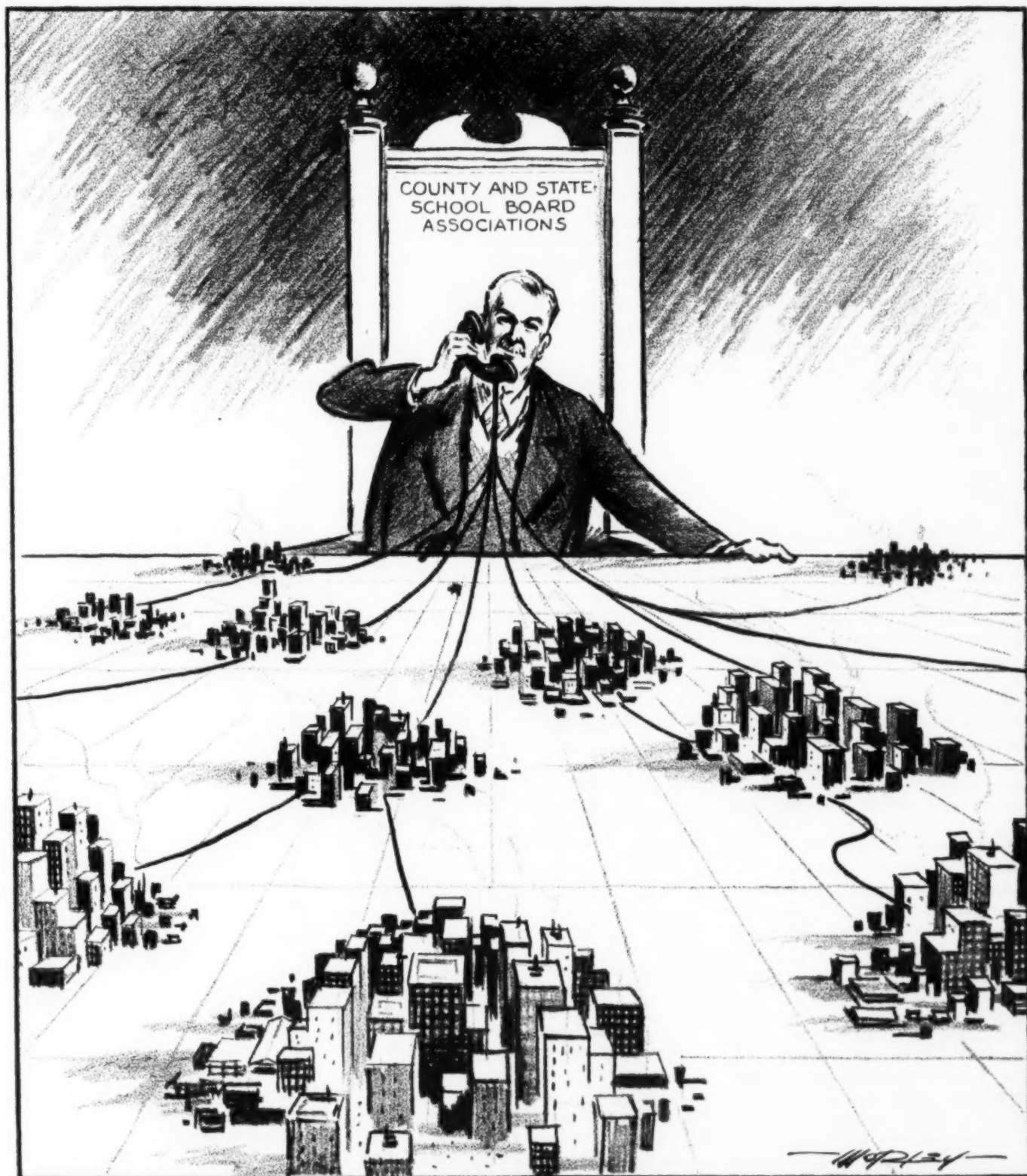
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THE AMERICAN School Board Journal

Volume 98, No. 4

APRIL, 1939

Subscription, \$3.00 the Year



FOR PROGRESS IN SCHOOL ADMINISTRATION

The Assessor and the General Property Tax

W. H. Lemmel¹

The problems of taxation are as old as our country itself. In recent decades many new forms of tax have been inaugurated, but the general property tax still serves as the major source of revenue in the support of schools and local government. It should be added that the present dilemma in the support of schools and local government can be traced to the antiquated tax system upon which we rely for the support of these important institutions.

While some tax authorities are recommending the complete abolition of the general property tax and advance sound arguments in favor of their contention, the writer believes that with proper administration and some correction of abuses, the general property tax as now administered can be largely made to occupy its proper place in a sound tax program.

The success and fairness of a tax on general property is largely determined by skill and honesty in fixing assessment at their true and fair value. To do this was comparatively easy in our early agrarian civilization, when the art of assessment by a local assessor found its beginning. The assessor could be relied upon to have a fair knowledge of the value of the land and personal property of his neighbors. They, like he, were mostly farmers, and their personal property consisted of livestock and simple tools, the value of which could be rather accurately appraised by anyone engaged in a like occupation. But, today, we are living in a different world than that which existed when our first tax laws were written. The problem of making assessments has been vastly complicated by our industrialized society with its vast corporations, holding companies, specialized businesses, and far-flung industrial empires doing business in many independent taxing jurisdictions. We now have the anomaly of an eighteenth-century assessing and taxing system trying to function in a twentieth-century industrial civilization.

The Present-Day Assessor

The assessor is still elected by popular vote in most states. To secure competent persons, technically trained, is very difficult. In some counties as much as half the property may be held by large corporations whose properties may be widely scattered through other taxing districts. In dealing with the shrewd tax attorneys of these corporations, the recently elected, untrained, and bewildered assessor is almost helpless or worthless in protecting smaller taxpayers in their rights to equitable assessments. If he is obstinate and determined in the performance of his duty, he is told of the considerate treatment received at

the hands of assessors in other localities, and reminded that the corporation can, or will, move its plant to a taxing jurisdiction where its presence is appreciated. In other cases, corporations refuse to pay taxes, appeal to local equalization boards, go to court, or use their influence to defeat the assessor in the next election.

Even within his own county or district, the assessor may find such a medley and varied class of property as to baffle a highly trained and even technically capable individual. He may find besides farms and modest homes, country estates, various kinds of factories and processing plants, golf clubs, apartment houses, a roadside grocery, a department store, a jewelry shop, the electric, gas, and water utilities with their underground mains and lines, banks, loft buildings, to say nothing of such complicated organizations as mining corporations with mills, smelters, and underground operations, together with ore reserves, the extent of which can only be arrived at by complicated computation. It is needless to say that the task of assessing such a variety of property would, no doubt, stagger all better trained persons than those commonly holding the position of assessor. The case against our present system of assessment may be summed up as follows:

1. Assessors are elected on a political basis, and for short terms. Too often the assessor in order to retain his office must make concessions in assessment to local financial and political satraps.

2. It is a technical job which should be in the hands of a person technically trained. The political demands on one elected by popular acclamation prevents the elected assessor from devoting the time necessary to a study of his task to become efficient. If he does, he will likely not be re-elected.

3. State taxes are levied upon the assessments of many assessors acting independently. Assessors vie with each other in reducing assessments in order that their constituents may escape state taxation, often forgetting about schools and local government which suffer because of constitutional tax limitation.

4. Boards of equalization and state tax commissions in most cases do not have the power, time, or necessary information to give adequate aid to the many independent assessors now in service.

Sumner Slichter, of the Harvard School of Business, sums up the case by saying: "If the system of assessment had been deliberately planned in order to make it as inefficient and as unfair as possible, a better job could scarcely have been done."

Such examples as two identical houses on adjoining lots being assessed \$4,500

and \$800 respectively, as was found in the Chicago survey, are not surprising when we consider our outmoded system of assessment.

A State Program Recommended

Some of our tax authorities, as was stated in the beginning, have recommended the complete abolition of the general property tax in order to escape the abuses in its administration. The problem of correcting the abuses in its administration does not seem so hopeless as to merit a penalty as extreme as this, for, in spite of all the abuses, even yet 48 per cent of all taxes are raised from general property. To eliminate entirely the general property tax will necessitate vast increases in other forms of taxation. So before taking this measure, it seems that we might at least try to adjust our taxing machinery and methods of assessment more nearly in accord with present-day conditions.

The administration of the state tax program, including the task of assessing real and personal property, should be placed in the hands of a state tax commission composed of experts. Three members would be sufficient. They should be named by the governor, and at least one member should be a member of the political-science faculty of the state university. If there is no state university, there should be at least one member from the political-science faculty of a leading university located within the state. The terms of the members of the commission should be at least nine years: sufficiently long to prevent a one-term governor from normally naming more than one member of the commission.

The need of a state agency to administer the taxing program is obvious. In making assessment, it would present the following advantages:

1. Better trained and more experienced persons with expert supervision would make for efficiency in administration. Present assessors have neither training nor adequate supervision in most cases.

2. Greater uniformity of assessment throughout the state would result. Intentional lowering of assessments to escape proper state taxes would be eliminated.

3. A central taxing authority could better cope with the problem of taxing utilities, mining corporations, large factories and mills, and specialized businesses. This would be done by assigning persons specially trained for the task to make the assessments. The central taxing authority would be in possession of information and experience not readily available to the locally elected assessor.

4. By placing the tax administration in the hands of a trained staff, political

¹Superintendent of City Schools, Highland Park, Mich.

(Concluded on page 95)

Changing Functions of Local School Boards

Theodore V. Quinlivan, Esq.¹

Among the dominant patterns that give character to the variegated fabric of American institutional life there is none more indigenous than that of public-school administration. Evolving naturally from local conditions and needs, that pattern has become deeply embedded in the warp and woof of the American design for living. It is by no means completely harmonious, by no means standardized, and by no means perfect. It is characterized by constant growth and change as it emerges year by year from the loom of history.

Origin and Functions of the Early School Board

The first bright strands in that pattern appeared even before the famous Massachusetts Law of 1647, for public schools had been started in nearly all the towns. These were truly the people's schools. In the town meeting of early colonial times the citizens participated directly in the conduct of school affairs. They voted to have the school, chose the schoolmaster and fixed his compensation, and arranged all the details of the school economy.

The Act of 1647 required simply that schools be established and maintained. Succeeding laws charged the towns and later their elected representatives or selectmen with the supervision of schools, the levying of school taxes, and the certification of teachers. At first the selectmen's authority was nominal, but as the volume of town business grew, more and more administrative details were entrusted to them under the general supervision of the town meeting. Until well into the eighteenth century selectmen performed all of the duties of school administration. In Massachusetts and other colonies they were the first lay representatives of the community charged with the management of schools. Although it was not realized at the time, this interlocking of educational and municipal affairs was to prove a complicating factor in the subsequent development of school control and a source of disagreement as to the extent to which municipal officials should have jurisdiction over school affairs.

Growing populations and increasing school business led to the appointment of temporary and extralegal special committees for specific educational purposes — the selection of a school site, for example. The failure of these committees to deal adequately with the growing needs of the schools finally compelled legal provision for school boards. This legislation marked the final transfer of educational functions

from the selectmen to a body created for the specific purpose of administering public education.

The early school boards regulated school activities in all details. Professional administrators and supervisors were unknown. Public-spirited citizens, imbued with a deep sense of the importance and significance of public education, devoted much of their time and energies to laying the groundwork of the great edifice we know today as American education. Not only were they the lay boards of their time, but the superintendents, the attendance officers, the supervisors, and even the custodians. While we may smile today at some of their procedures, they deserve high tribute as pioneers in the field of educational administration.

School boards tended to grow in size as cities expanded, districts were consolidated, and new wards were added, until they frequently became too unwieldy for efficient action. The appointment of increasing numbers of standing committees was resorted to as a means of distributing and expediting administrative duties. It soon became common for school boards to have from 12 to 30 such committees. Cincinnati at one period had 74 different committees, and Chicago had 79. This form of organization represented the first stage in the important process of separating the legislative and executive functions of the school board.

The Superintendent of Schools

As city school systems continued to expand, however, even this device was no longer adequate. The pressure of school affairs had become so onerous that it was difficult to get suitable persons to accept membership on the school board. It soon became apparent that the task of administering a school system could no longer remain in the hands of lay bodies whose members could devote only incidental time to its conduct. The administration of public education had grown beyond the point where it could be the hobby or avocation of public-spirited citizens. It had become a full-time job in itself.

A century has elapsed since the appointment in 1837 of the first superintendents of schools at Buffalo and at Louisville. In some cities the experiment was felt to be an unnecessary extra expense and was discontinued, not to be re-established until some years later. The first city superintendent in Massachusetts, for example, was appointed in Springfield as early as 1840, but it was not until fifteen years later that the office became a permanent one in that city.

The creation of the superintendency marked an important step in the evolution

of public-school administration. Culminating many years of trial and error in attempting to establish effective administrative machinery, it served further to differentiate the functions of the school board and reflected the increasingly professional nature of its executive responsibilities.

The first superintendents of schools were not necessarily trained in schoolwork and had little precedent to guide them in the fulfillment of their duties. School boards tended to surrender only those functions which they were confident the superintendent could successfully carry out and which they did not have the time to perform. It was not until decades later that the professionally trained superintendent was developed.

In many cases the school clerk became the board's business manager, an office which was frequently independent of that of the superintendent. This dualism, still characteristic of some cities, proved an obstacle to efficient school administration. Today it is generally agreed that the administrative officer in any organization should have complete executive authority, subject only to the policies and regulations established by the governing body. At that time, however, superintendents had little financial training or business experience. They themselves frequently insisted that their functions were purely educational, that they should not be burdened with business affairs, and that board members with business experience had far more competence in that area. It soon became evident, however, that the financial and educational aspects of education are so inextricably bound together that there can be no dichotomy.

Transition from Direct to Indirect Control

We have seen how, by a process of natural evolution, changing conditions gradually brought increasing delegation of administrative control — first to the selectmen, later to school boards and standing committees, and finally to full-time professionally trained executives. New administrative techniques were developed and a science of school administration evolved which broadened the gap between the most intelligent of school boards and the superintendent. As had happened in other fields, notably in the management of commerce and industry, the lay practitioner gave way to the specialist. Rule of thumb and personal opinion were replaced by fact-finding and scientific inquiry. Beyond a shadow of a doubt school administration had come of age.

It must not be inferred, however, that these developments occurred uniformly. There are still broad variations in theory

¹Mr. Quinlivan, who is a member of the Springfield, Mass., School Committee, read this paper before a meeting of the American Association of School Administrators, Cleveland, February 28.

and practice throughout the country and even within individual states. Traditional procedures tend to persist long after they have ceased to serve any useful purpose. Among students of school administration, however, there is marked unanimity as to the proper functions and responsibilities of the school board in a modern school system. To these we will now turn our attention.

The Selection of School Boards

School-board members are usually chosen either by election or by appointment by municipal or judicial officers. Although in the larger proportion of cities election is the method pursued, practices differ considerably. Some cities elect by ward and others at large, some at general elections and others at separate school elections.

The appointment of board members by the mayor or city council is especially undesirable. This practice fosters the consideration of administrative and fiscal problems in terms of political expediency rather than of the best interests of the schools. The political appointee can rarely escape partisan influences. Nor is the presence of the mayor on the board in an *ex officio* capacity advantageous. He should not be placed on important administrative bodies by virtue of his election to an office which is not particularly related to the work of the board and which involves so many other responsibilities that he is unable to give the time and energy required of a school-board member.

There is little to be said in favor of the election of school-board members by wards. Members on such boards tend to consider themselves representatives of their own wards and not of the city as a whole. Under these circumstances vital questions of city-wide importance are not considered in terms of their general desirability. Conditions which in an earlier period made ward representation expedient no longer exist. Enlightened opinion favors the abolition of this archaic method and its replacement by the election of school-board members at large.

To minimize political influence in school affairs, leaders in education advocate a separate, nonpartisan school-board election. The extra expense involved is more than recompensed by improved public understanding of vital educational problems. Because it provides an excellent opportunity to interest the community in such problems, the value of the separate election cannot be overestimated.

Size of School Boards

We have seen how school boards in the past century grew in size to meet increased responsibilities. As late as 1902 New York City's board had 46 members, Pittsburgh's 39, and Providence's 36. More than 50 per cent of the large city boards had more than nine members. In recent years there has been a pronounced tendency to reduce the size of school boards. The typical city

board today has seven members and that of rural districts only three. A small board is more efficient. It can readily meet as a committee of the whole. It does not lend itself to the undesirable practice of maintaining standing committees.

Standing Committees

Even after the advent of trained administrators, the standing committees characteristic of large boards did not readily relinquish their administrative functions. The resulting division of executive responsibility made efficient organization well-nigh impossible. Because these committees often consume most of the time of board meetings and because they overlap and cause unnecessary delay and postponement of action, committee policy tends to become board policy, the board as a whole frequently being ignorant even of major issues. The committee system fosters a divided rather than a co-ordinated form of organization and handicaps the superintendent in the efficient administration of the schools. Since they seldom possess specialized experience or professional training, school-board members serve the interests of the community and its schools best when they devote their time to the consideration of policies and proposals recommended by the superintendent, and leave to the superintendent and his staff the entire administrative responsibility. Where standing committees are retained they should be few in number and their functions should be specifically defined.

The School Board and Local Government

The proposition that education is the function of the state has been traditionally and juridically accepted in this country. When school committees or boards were established by state law, they became the legally constituted agents of the state in the local administration of education. We have seen, however, that where the precedent had already been established, especially in the East, local city governments continued to exercise some authority over school affairs.

Where local school administration has been kept separate from other functions of municipal government a higher degree of administrative efficiency has resulted. Where school control has not been completely divorced from civil administration there have been dissension, controversy, and partisanship. Where municipal governments have been granted limited controls they have tended to usurp the authority of the school board and illegally to control the expenditures of school monies. Where given the power to approve total budgets they have often presumed to pass judgment on all items of the budget. In the litigation which has arisen between municipal and school bodies on such questions of authority, however, the courts have on the whole pronounced in favor of the separate administration of education.

Preservation of the complete independence of school control may well be considered a basic guarantee of democratic institutions. Education occupies a unique position in our country. It is not only a road to advancement and self-betterment but our strongest bulwark against corrupt and tyrannical government. The plight of education in those lands where it has become the handmaid of barbarism and oppression is as distressing as it is terrifying. If education is to remain a citadel of democracy in our country, it must be kept free from all pressure groups and it must be divorced from partisan politics. This cannot be achieved without complete independence from local governmental control.

To have complete administrative control the school board must manage its own finances. Opponents of fiscal independence have charged that it leads to waste, extravagance, and exorbitant taxes. This is not the case. Investigations prove beyond dispute that fiscally independent boards do not spend more and often spend considerably less than do boards under municipal control. There is no reason to suppose that elected school-board members are less able, or less responsive to the will of the electorate, than are members of a city council.

It should be thoroughly understood that fiscal independence is advocated not in order to gain greater financial support but to eliminate partisanship, patronage, and dualism—and to protect the school budget from becoming a happy hunting ground for economies when an extravagant and bankrupt municipal government is confronted with an uncertain election. The effective administration of a school program is largely dependent upon the funds available for putting it into effect. The body which controls school funds, directly or indirectly, will control school policies. The responsibility of school authorities is hence abrogated in varying degrees wherever municipal authorities maintain partial or complete fiscal control. The school board, as the legally constituted authority for the establishment of school policies, must have the determination and control of its budget.

School Board and Superintendent

The board of directors of any corporation is a policy-making body. It does not itself manage the enterprise. It studies the needs and objectives of the corporation and outlines a program of action. It then employs trained personnel to carry out its policies. It deals with fundamental policies and not with technical details. Its responsibility is to get things done—not to do them.

These principles are peculiarly applicable to modern school administration. A school board is the board of directors of a large corporate enterprise—not infrequently the largest single enterprise in the community. Differentiation of legislative and executive

functions is no less essential to school management than to business management. These legislative functions of the school board must not be deprecated, however, for the adoption of sound educational policies which are basic to good administration is in itself an educational task of major importance. If the board is overburdened with details of routine, it cannot give these important matters the thought and consideration they require.

Nor does the board relieve itself of its obligations by delegating administrative responsibility to the superintendent. It is true that the board normally determines its policies on the basis of the superintendent's recommendations and the evidence he presents in their support, and that once the policy has been established its administration rests in his hands. But the responsibility of the board does not end there. It should follow closely the execution of policies and should require reports, so that it can determine whether those policies should be retained, modified, or completely discarded. It must, if opposition to school policies arises, assume responsibility for

them or for administrative acts growing out of them. The board does not surrender responsibility by delegating administrative authority.

The superintendent should have the complete support and confidence of the board. He and his staff must be defended from pressure groups, business agents, and political influences, especially in connection with the employing of personnel. It is strongly inadvisable for board members themselves to recommend candidates to the superintendent either individually or at regular sessions of the school board. Generally, all appointments and dismissals should be in the hands of the superintendent subject only to the approval of the board.

The School Board and the Public

In the final analysis the success of a school program can be determined largely by the degree to which it reflects the needs, interests, and ideals of the populace which it serves. The board must be sensitive to the community's desires and aspirations as well as to its criticisms of the schools.

The public should be kept informed regarding the progress being made and the problems being confronted by the schools. Intelligent discussion of school affairs should be stimulated. Where a permanent policy of public enlightenment is pursued, the school board should have little difficulty in gaining support for its fiscal and educational policies.

Conclusion

In conclusion: We are living in troubled times. Passions and prejudices run high. The responsibility of American public education grows daily greater. The future of this democracy may well be determined by the strength of our educational structure and the intelligence and vision of its leaders. The school board can make no small contribution to the success of our schools and the vindication of our ideals. The election of school-board members of fine character and intelligence, devoid of partisanship and self-interest, devoted to the interest of our schools, and cognizant of their proper functions and responsibilities, is vital to American education.

The Improvement of Public-School Business Administration¹

Ward G. Reeder, Ohio State University

Although the line of demarcation is not easily distinguished, school administration may be divided into two fields; namely, *educational* administration and *business* administration. If educational administration is defined as that phase of school administration which is concerned with the teaching function, that is, with such work as the selection and preparation of teachers and the grouping of pupils, business implications are seen immediately. For example, the teachers must be paid, which involves the formulation of a desirable salary scale, of regulations governing pay during absence, and of a pay-roll procedure; a budget for the payment of such employees must be made and the expenditure for all salaries accounted for. Likewise, the size of classes cannot be determined without considering the cost, as well as the educational efficiency, of large classes versus small classes. If the pupils and the general public are not to be cheated, cost and financial economy must never be forgotten in any procedure of educational administration.

If business administration is defined as that phase of school administration which

is concerned with the procuring and spending of the school revenue, a consideration of educational aims and procedures must follow immediately. For example, supplies and equipment cannot be purchased without considering the ways in which they are expected to contribute to the educational program of the school system. Good business administration of the schools seeks to give one hundred cents' worth of education for each dollar expended. It must always be regarded as the handmaid of educational administration.

Although America has had public schools for more than three centuries, as recently as three decades ago a science of school administration had scarcely begun. When the literature of those earlier years is examined, no contributions on school-business administration are found, except a few dissertations and magazine articles, and those were usually on the need for additional school revenue; more efficient ways of spending the revenue were unexplored. College and university courses on school-business administration were unknown, and little or no attention was given to the subject in the few courses or text books on general school administration. Because of the lack of any standards, the measurement of excellence in school-business administration in those days was impossible.

Progress in School-Business Administration

During the past three decades, research activities in school administration have proceeded apace, and in no area have they moved more rapidly than in business administration. In this area they have moved especially rapidly during the past two decades, the impetus being given first by the depression of 1920-21 and second by the recent, perhaps still present, depression which started in 1929. In times of economic stress the revenue of the schools always decreases, and research energies are stimulated to ascertain more efficient procedures for spending the reduced revenue.

Today, thousands of researches and other literature, on almost every phase of school-business administration, are available as a guide to school officials who desire to use efficient practices; moreover, all the larger departments of school administration in our university schools of education offer at least one course which deals with the problems of school-business administration, and many of them offer several such courses. Various groups have contributed to the rapidly expanding literature of the subject, among them being the university departments of school administration, the American Association of School Administrators, and the National

¹Abstract from an address before Division III, Group A, of the American Association of School Administrators, Cleveland, Ohio, February 27, 1939.

The complete title of the address was: The Measurement of Excellence in Public-School Business Administration and Needed Research for the Improvement of Public-School Business Administration.

Association of Public-School Business Officials.

More Efficient Business Administration

Although no claim can be made that past research has given the final solution to any problem, it has pointed, and will continue to point, the way to more efficient business practices in hundreds of procedures in thousands of school systems. It has been responsible for the saving of millions of dollars annually—money which has been kept in the taxpayers' pockets or used to improve the quality and increase the amount of education. It has given the public greater confidence in the management of its schools.

What are some of the more specific accomplishments of research in public-school business administration? It has found that fiscal independence for a school system begets greater efficiency than fiscal dependence, and that one chief executive for a school system is better than several co-ordinate chief executives. It has shown that certain school budgetary procedures are more efficient than others, and that school revenue may be more readily obtained, safeguarded, and distributed through certain procedures than through others. It has formulated techniques for determining school-building needs, and has found better methods of locating, designing, constructing, equipping, paying for, insuring, operating, and repairing school buildings. It has discovered more efficient procedures for administering textbooks, supplies, shops, laboratories, cafeterias, athletics, laundries, and other school activities and departments. It has shown the large waste inherent in small schools and tiny school districts. It has ascertained how to transport pupils with greater safety, comfort, convenience, and economy. It has improved the qualifications, the working conditions, and the services of clerks, business managers, janitors, bus drivers, and other business employees of the schools. It has developed more efficient financial accounting procedures without which the thousands of studies of school-business administration could not have been accurately made. This enumeration of the accomplishments of research in public-school business administration could be continued *ad infinitum*.

Two Questions Answered

We are now ready to give an answer to the question: *Can, and, if so, how shall, the excellence of public-school business administration be measured?* In any school system such excellence can be measured, and it can be measured in terms of what research has found to be the best practice available. This research has been summarized in several textbooks and other publications on school-business administration, and these sources may be consulted by all interested persons. On the basis of this literature, Engelhardt and Engelhardt



Safety for the children.—Cleveland Plaindealer

have recently prepared a score card and manual² for measuring the excellence of public-school business administration, and to mention this work is probably the most helpful brief answer to the question.

Let me repeat that the final test of the excellence of school-business administration is the extent to which it contributes to giving the best quality and the largest amount of education for the money expended. To the educational program of the school system business administration must always be a slave. As the educational program is changed, so the procedures of business administration must be changed.

The second question, *What further research is needed for the improvement of public-school business administration?*, cannot be answered so briefly. As stated earlier, none of the solutions of research can ever be regarded as final. Further research will always be needed on every phase of the subject. *Better* procedures can always be developed, but *best* procedures must await the millennium. Concerning school-business administration, we can well say with Heraclitus that "there is nothing permanent; everything flows." At present, four problems are in especial need of research:

1. How may the schools secure better qualified clerks, business managers, and other business employees? With such a personnel the business problems of the schools would be largely solved. It is a sad commentary that in this enlightened day these positions are frequently filled on the basis of "politics," family relationship to school officials, or similar considerations.

2. How may more efficient accounting procedures be secured? Large progress has already been made toward a solution of

this problem, but much remains to be accomplished if we are to secure the most accurate and meaningful data on costs and efficiency.

3. How may the public be kept informed regarding school needs and the efficiency with which school funds are expended? In thousands of communities the stockholders of the schools, that is, the general public, are ignored except when more money is requested of them; such treatment of the owners of the schools is neither ethical nor good business.

4. How may more efficient school districts be secured? This problem is especially present in the rural communities and grows more urgent as the amount of state aid increases and as the granting of federal aid becomes more likely.

The Unpardonable Sin of Waste

Of equal, if not greater, need than further research is that for every school system to put into practice the beneficial results of past research. Whether such conditions are due to ignorance, inertia, or "chiseling" influences in the community or among school officials, hundreds of school-business departments are still run without regard to efficiency principles. Certain it is that the officials and employees of such departments commit the unpardonable sin of wasting millions of dollars annually. They purchase supplies and equipment and erect buildings without regard to cost or educational needs. They fail to protect and to repair school property. They purchase too much, or not enough, school-property insurance. They transport pupils in small, dilapidated, privately owned, and otherwise inefficient, buses. They do not prepare a school budget unless required by law, and then they are content with a lump-sum budget. They do not make studies of unit costs or financial reports to the people. They let school contracts on a "political," charity, or similar basis. They run the schools into hopeless debt. And worse than all, they cause the people to lose confidence in their schools. Not research, not enlightened experience, but only the intervention of an aroused electorate can save the schools from the blundering of such officials and employees.

SCHOOL INSURANCE

Fire insurance is simply another commodity or supply, necessary in the operation of a school system. It should be classed with athletic supplies, shop supplies, teachers' salaries and the 100 problems of a school board and should be handled on that basis. Fire insurance receives too much consideration in proportion to the other classes of insurance, which are equally as important.

Liability insurance should be carefully analyzed. Every school-board trustee, official, and employee should be impressed with the seriousness of accidents to the student and general public. We are all prone to say we have insurance covering this and covering that, which has a tendency to decrease our vigilance. Rates can only be reduced in this class of insurance and also automobile insurance, by decreasing accidents and taking every precaution.—W. H. Cox, *Business Manager, School Board, Alameda, Calif.*

²Survey Manual for the Business Administration of Public School Systems. Published by Bureau of Publications. Teachers College, Columbia University, 1936.

The Application Blank Can be Made Predictive of Teaching Success

W. J. Giese¹ and Samuel N. Stevens, Ph.D.²

The scientific approach to the problem of selecting superior employees is used by a few progressive industries and businesses that have engaged applied psychologists to carry out this technical work. The authors have had the opportunity to establish scientific selection standards for a variety of job classifications ranging from tasks involving simple manual skills to very complex tasks involving social intelligence, neatness, pleasant voice, and a certain pattern of interests. Standards for selection are not set up arbitrarily as the result of a *priori* analysis but are discovered through a program of personnel research. This program involves measurement of the abilities and personality patterns of the individuals already on the job and a comparison of these measures with a standard of job success. In addition, a study of the personal-history factors which indicate stability and job success must be made. Only relatively recently has this psychotechnical approach yielded positive results in the higher occupations due not only to the improvement of the standard psychological tests but also to the fact that statistical methodology has been so developed that it can adequately treat the complex data which are obtained in such studies. Since scientific selection standards have been put into use with life-

insurance underwriters, the authors felt that similar standards could be established for the teaching profession in which the factors relating to job success are exceedingly complex.

Application blanks for teachers usually provide only a form for a record of experience, training, and references, but these blanks can be so constructed that they will serve as a selective instrument as well. The fact that the superior teachers have a personal-history pattern which differentiates them from inferior teachers makes this possible, but in order to determine what this pattern of differentiation is, a careful and thorough program of personnel research is necessary.

In order that the results can be more clearly discussed, a brief and general description of the techniques of this program should be presented. A group of 375 teachers were rated on their all-round teaching skill by their various principals, and these ratings were then checked by the superintendent. In three instances there were ratings by different principals on the same group of teachers due to the fact that three transfers in principalships had occurred within the previous three years. Since no principal knew his predecessor's ratings, the authors had the opportunity to compare the consistency with which the teachers were rated. Rank-order correlations ranged from +.60 to +.87, indicating a

good agreement among the principals as to the merits of the teachers.

On the basis of these ratings the teachers were classified as superior, the upper 25 per cent; as average, the middle 50 per cent; and as inferior, the lower 25 per cent. Then an item analysis was made of the application form to determine the predictive value of each item, and with this information, a grade was set for each item.³ The application blanks were then scored on the basis of these grades, and the total of the scores was then compared with teacher success.

The results indicate a significant positive relationship between the personal-history-score total and teaching success, since it was found that the biserial coefficient of correlation for grammar-school teachers was +.59; for junior-high-school teachers, +.67; and for senior-high school teachers, +.76. These charts will better illustrate the relationship between teaching success and the personal-history score.

Chart No. 1 illustrates that with grammar-school teachers the differentiation is

³The per cent of superior teachers' answers on a given item was compared with the per cent of the inferior teachers'. Since this is a Bernoulli distribution, the sigma of the two categories was computed. From these quantities the sigma of the difference was readily obtained from which the critical ratio was found by dividing the per cent of difference by the sigma of the difference. The scoring weight was proportional to the critical ratio, instead of using an intercorrelational technique for this purpose.

CHART NUMBER I - GROUP A ELEMENTARY TEACHERS, GRADES 1 THROUGH 6

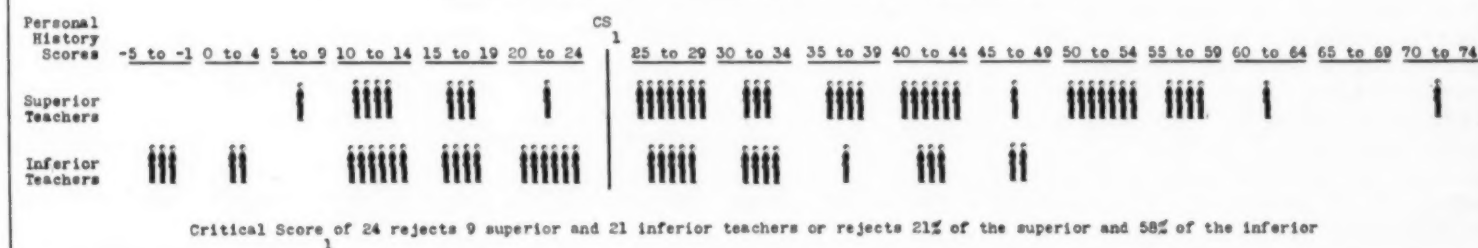
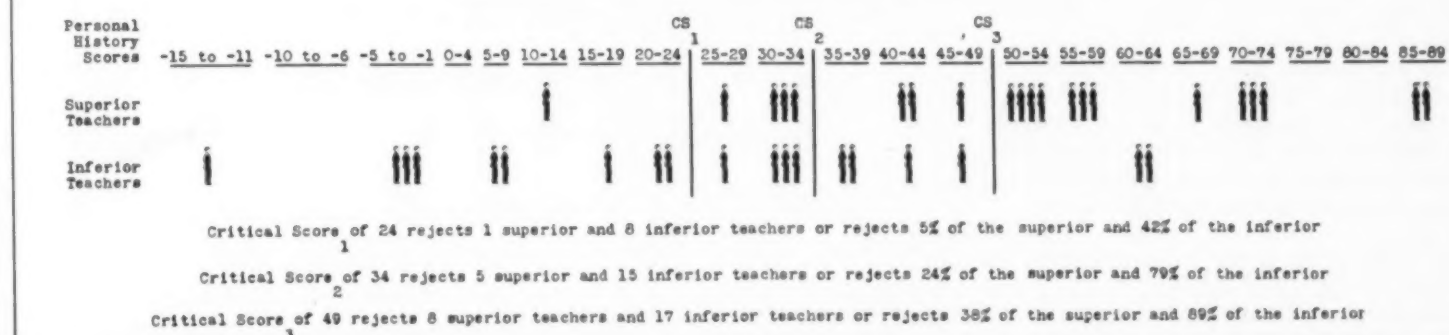
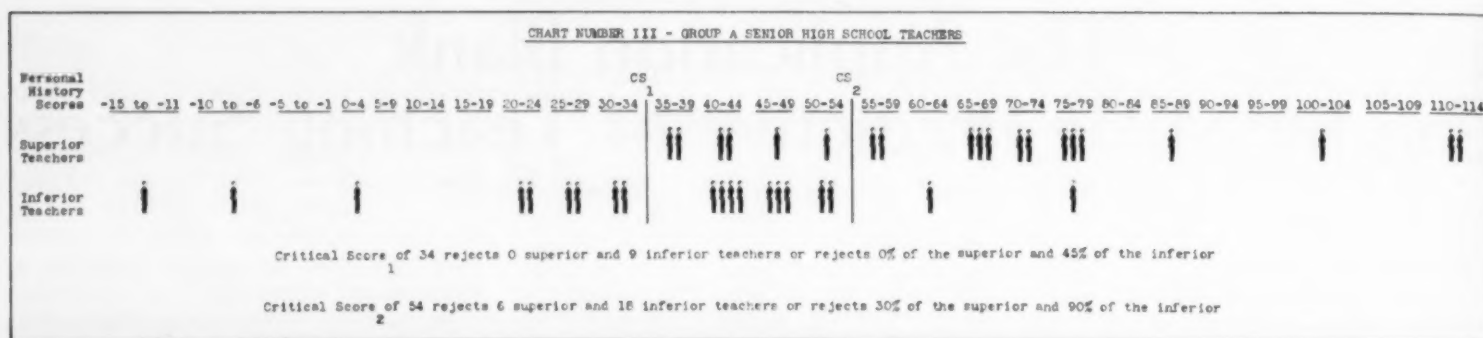


CHART NUMBER II - GROUP A JUNIOR HIGH TEACHERS, GRADES 7 THROUGH 9





fair since a critical score⁴ of 24 eliminates 21 per cent of the superior teachers and 58 per cent of the inferior teachers. In the case of the junior-high-school teachers the separation is even better, as illustrated by Chart No. 2, since a critical score of 24 eliminates only 5 per cent of the superior and 42 per cent of the inferior teachers. The best separation is obtained with the high-school teachers, with a critical score of 34 eliminating none of the superior teachers and 45 per cent of the inferior, as is shown in Chart No. 3.

It is not feasible nor practical to include the scoring key in this article because publishing the answers for this instrument would mean that some applicants could "beat the game" by writing in information which would give them a personal-history pattern similar to that of superior teachers. However, there are some surprises in the values for various items; yet, these values are not incongruous since for each there is a very plausible explanation, and they are such that the applicant could not put in the answers which he thought ought to go in to obtain the personal-history pattern of a superior teacher.

It is interesting to note the diagnostic value of a few items. First of all, it was found in the group which was studied that there were no sex differences; that is, the fact of being male or female had no relationship to teaching success. It was also found that age also had no relationship to successful teaching. As to participation in athletics, it was found that those who were nonparticipants as well as those who participated to excess tended to be the inferior teachers, and those who engaged in from one to five sports tended to be the superior teachers. Items 23, 24, 25, 26, and 27 concerning languages read and spoken and places traveled gave no indication whatsoever of the degree of teaching success.

Now why should this blank be more effective as it is called upon to differentiate between successively more complex teaching assignments? The obvious and probably correct explanation is that the personal-history-data sheet as constructed and used is a measure of the social effectiveness of the teacher because of the fact

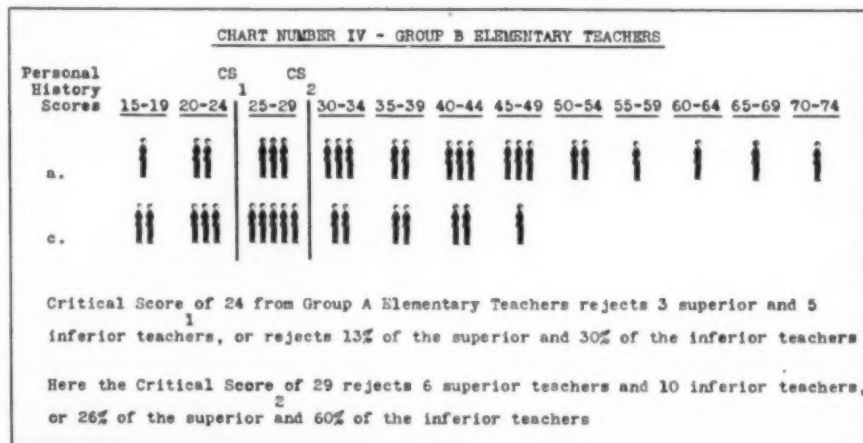
that it records the results of his social conduct as well as describes his patterns of interest. The personality integration of pupils in the primary grades is simple as compared with the personality organization of high-school students who form a more socially and emotionally mature group. Therefore, a teacher's effectiveness falls on more fertile ground when he deals with high-school students. More educators agree that as the student groups become older, social effectiveness, as a factor for teaching success, becomes more important.

The coefficients of correlation and the illustrative charts demonstrate conclusively that the personal-history-data form as scored is an effective instrument for differentiating between superior and inferior teachers. However, a possibility does exist that the scoring values resulted from a peculiar combination of artifacts in this school system and that, if the blank were used in a different school system, it would be ineffective. To obviate this possibility and to establish the general effectiveness of the instrument a group of 73 elementary teachers in another state was chosen to ascertain just how well this blank would work. The biserial correlation between the scores of teachers on the personal-history sheet and their ratings as successful teachers was +.70. This is an unusual degree of relationship since most psychological measures and teaching success seldom correlate over +.25. Chart No. 4 shows graphically how the teachers were separated by means of the personal-history score. Group "a" represents 33 per cent while group "c" represents 22 per cent. If this classification of "a" teachers and "c" teachers had been 25 per cent and 25 per

cent, the separation would have been more distinct. This is true because it is easier to separate groups that are greatly divergent. However, there is still a fair separation of the groups, for the critical score of 24 eliminates 13 per cent of the "a" teachers and 30 per cent of the "c" teachers.

The personal-history-data form is, then, diagnostic of teaching success, and, as was pointed out before, it is more effective when used on the high-school teachers.

What does this mean? Does it mean that the superintendent's judgments can now be done away with in favor of a scoring key and a clerk to use it? Obviously not! The steps of a good selection procedure are (a) the use of the standardized personal-data form, (b) psychological tests, (c) the evaluation of references, and (d) the interview; and in the most refined and scientific selection techniques, the interview is still the final hurdle. It does mean, though, that this blank can be used to eliminate from consideration 25 to 30 per cent of those applicants who are most likely to make inferior teachers. The blank can be of great practical value to superintendents when used with applicants who have had previous experience, since the group of teachers upon which the blank was standardized and validated all had had two years or more of teaching experience; and the blank will select for the superintendent a group of experienced applicants who will assay higher than if he had interviewed all comers. Until such time as the authors have the opportunity to determine the blank's effectiveness with nonexperienced teachers, the personal-history-data form cannot be used with confidence in this connection.



⁴A critical score is that score which, if raised, would eliminate more of the superior teachers than the inferior teachers. However, this theoretical best critical score can be modified to meet practical needs; hence, with junior- and senior-high-school teachers there are 3 and 2 critical scores respectively.

In addition to its psychotechnical value, the form has the value of providing written information which the interviewer can use to great advantage in the interview. With this knowledge of the applicant's recent reading, hobbies, civic and other interests, a basis is provided for the interviewer to establish a friendly and pleasant atmosphere in the interview situation, thereby obtaining a more typical sample of the applicant's behavior. The problem of interviewing and the techniques for improving it as a selective procedure is another question.

PERSONAL HISTORY DATA FORM

Name
Present Address

Permanent Address
Date
After (Date)

1A. Education: The teacher supplies

- a) The facts concerning her attendance at Normal School or Teachers College
Place
Dates of Attendance
Specialized in
Date Graduated and Degree
- b) Attendance at College or University
College and Place
Date of Attendance
Specialized in
Date Graduated and Degree

1B. Attendance in Summer Schools

- a) Places
- b) Dates of Attendance
- c) Specialized in
- d) Degrees earned

2. Underline scholastic average of undergraduate work: A, A—, B, B—, C, C—
3. Experience (give facts for each position held)

- Places
Rural, Elementary, Junior or Senior High School
Grade or Subjects Taught
Dates, from to
Actual Number of Months Taught in Each Position
4. Present salary per year
Salary expected here
5. Can you teach music?
6. Can you teach drawing?
7. What certificate do you hold?
8. When does your present contract expire?
9. References:
a)
b)
c)
d)
e)
10. Date of birth
11. Place of birth
12. Are you married?
13. How many children?
14. Other dependents (Unmarried also answer)
15. List all recognitions you have received for excellence in scholarship above high-school level
16. List all intercollegiate sports you engaged in
17. List all other sports you formerly played or play now
18. List all other extracurricular activities
19. List all the elective positions you have held (as a student; in civic and professional life)
20. List the lodges, clubs, societies, etc., to which you belong
21. List the number of times you have been abroad and the time spent on each trip
22. List the places you have toured in North

- America
23. List other tours
24. List the languages you speak
25. List the languages you read
26. List the vocations you have prepared for besides teaching
27. List your avocations (hobbies)
28. Date of purchase of last life insurance Total amount carried
29. List the full-time jobs you have held and enjoyed other than teaching
30. List the full-time jobs you have held and not enjoyed
31. List the part-time jobs you have held and enjoyed
32. List the part-time jobs you have held and not enjoyed
33. Indicate by a check in the proper column the frequency with which you read the following magazines and journals, also add any you read that are not in the list. Indicate whether you read these magazines (a) regularly, (b) frequently, (c) occasionally, (d) seldom, or (e) never.

(The list, which is not reproduced here because of the lack of space, includes ten teachers and school administration journals, five women's magazines, three or four current-events papers, a number of journals of opinion, story magazines, picture magazines. The list of 34 publications includes the most popular papers of both the highest literary and intellectual quality as well as some of distinctly inferior quality. — *Editor*.)

34. Please list all of the books you have read in the past year (space is allowed for forty titles).

Instructional-Supply Administration

C. L. Suffield¹

Recently it was reported that among the first official acts of Governor Julius Heil of Wisconsin was the request that the President of the University of Wisconsin provide a breakdown showing the cost-per-student of each of his departments. The Governor is reported to have said that in his business as an industrialist, when a department was found inefficient, it was discontinued. Governor Heil learned quite promptly that there is no unanimity of opinion that education should be considered strictly as a business.

A few years ago Assistant Superintendent George F. Womrath of Minneapolis wrote a book on educational administration in which he outlined businesslike procedures for the administration of instructional supplies. He stated:

... the superintendent should call together his production engineers ... and require each of them to map out a definite program of work; to outline carefully the course of study to be fol-

lowed during the year; and to figure definitely the supplies and materials which will be needed to carry out each program.

The outcome of this conference should be the preparation by each supervisor of a work or project outline (Schedule 1) for the entire year by grades, with general instructions (Schedule 2) to principals and school clerks concerning the procedure they will have to follow in requisitioning the supplies needed to carry out the project outline.

The following is an illustration from Schedule 1:

Develop story telling with crayon and mass drawing with chalk at the blackboard. Always use 9" x 12" manila paper HORIZONTALLY. A one-inch margin should first be drawn free-hand on the paper.

As an illustration from Schedule 2 the following is quoted:

1 B Grade—9" x 12" poster paper—7 sheets each (pupil) of the following: normal yellow, normal red, normal blue, and black.

In a recent personal letter, Assistant Superintendent Robert Hill Lane of the Los Angeles City Schools gave a statement that represents a completely different point of view to that of Womrath. He wrote:

I think you know that I feel very strongly that progressive schools not only need more supplies than the formal type of school but that they need great flexibility in the matter of ordering. No standardized list will ever completely care for the needs of a progressive school as these needs change from day to day and very often a teacher needs some small article for use next day for which the use would have disappeared entirely at the end of the four to six weeks' period which you would have to use in ordering through the regular channels. I sincerely trust that whatever supply list is adopted anywhere may be as extensive as possible and in addition every school be allowed a *petty cash fund* for the purchase of those things which no human being can foresee the need from day to day.

Mr. Lane, in his letter, introduced the factor of the difference in needs for instructional supplies and service found in the progressive school as compared with the more traditional one. Most school systems have some schools that are outstandingly progressive. If we agree with Mr. Lane, it must follow that these progressive schools must be given more supplies and permitted greater flexibility in their con-

¹Business Manager, Palo Alto Unified School District, Palo Alto, Calif.

sumption. It is not the responsibility of the school-business department to determine whether the schools in the system should be progressive, traditional, or transitional—that is the responsibility of the superintendent. However, the business department can assume the responsibility of any instructional-supply administration delegated to it more intelligently if the differences in aims, objectives, and practices of the types of schools suggested above are understood.

For the purpose of this study it is sufficient to note that the traditional elementary school with its typical schoolroom of fixed rows of desks and military regimen of pupils would find the inflexible supply procedures proposed by Womrath more suitable than would the progressive school with its informal arrangement of furniture, freedom of pupil physical activity, emphasis on individual pupil interests, and learning by doing.

The supply study to be reported here purposes specifically to discover what responsibilities the business departments of the California public schools studied have been delegated in the complicated process of providing instructional supplies to public-school pupils. It was thought that this data might be more significant if in addition to the compilation of (1) a quantitative study of California public schools' supply practices there should be (2) consideration of fundamental principles involved in instructional-supply administration, and (3) that the supply philosophies and procedures of a few selected school systems outside of California should be investigated and reported.

More of the qualitative approach was used in studying school-supply administration in out-of-state schools. A questionnaire was used more as a means of outlining the limits of the study. As a consequence no tables were compiled of out-of-state questionnaires. Instead extended quota-

tions will be made from letters received from New York City and from Cincinnati. These quotations will have bearing on an issue about which there is some difference of opinion, i.e., the extent to which instructional-supply procedures should be refined. One phase of this issue is whether instructional supplies should be issued on an *article* or on a *money-allotment* basis or a *combination* of the two.

Mr. Eugene A. Nifenecker, Director of Bureau of Reference, Research and Statistics, New York City, is quoted first:

New York school system has so many varied activities that no general procedure obtains with reference to the handling of supplies. The Superintendent of Schools is the chief executive and is responsible for all administrative functions including "Supplies." He informs the Superintendent of School Supplies of the money available for supplies for the several school levels and activities.

Up to a few years ago our procedure was based upon an allotment [money] made to each school within which the principal had to remain. This system, however is no longer in effect.

The present system provides

a) That the principal send in a requisition to the Supplies Bureau. This requisition form shows the pupil register by grades for which an *item* [article] is intended together with the usable quantity on hand.

b) The Supplies Bureau on the basis of such data and data as to past experience for the specific item approves or modifies the requisition.

c) The requisition is honored and supplies delivered.

This new system has not worked out as anticipated and has been under criticism.

New York City is representative of what frequently happens in supply administration. Supplies were administered on a money-allotment basis strictly, but since this practice was apparently considered unsatisfactory the supplies were then administered on an item or article basis. This newer plan is now under criticism with the possibility of a return to the money-allotment-per-pupil or school basis.

Douglas E. Scates, Director of Research, Cincinnati, stated that Cincinnati has contemplated changing from a money-allot-

ment basis to the article basis. He described the plan now in effect in Cincinnati and voiced his arguments that the present plan should not be abandoned in the following words:

The budget is made out primarily on the basis of experience with the previous expenditures of schools. In the high schools, this is done on the basis of expenditures per pupil per subject field; that is, an allowance per pupil is made, based on experience, for pupils in home economics, for pupils in industrial arts, in music, in science, in regular academic classrooms, etc. This is a *monetary* allowance. For elementary schools, the allotment (in money) is based on the preceding expenditures as a total for the school.

At the beginning of each year, suggestive allotments are made to each principal, by assistant superintendents. That is, the principal will be given a total amount for supplies (instructional), which he cannot exceed; then a breakdown of this total is made by subject field, but this *breakdown is only suggestive or advisory*, and there is *no control exercised by the central office* to see that the expenditures actually follow this distribution.

As a statistician, I am fully aware of the great amount of fiction that exists in figures, and in their application, and also the great amount of waste effort which is possible along this line. I think probably something should be done in the direction of evening up the use of supplies in different schools, but this is to come about as a matter of education of the principals, rather than as a matter of telling them that they are going to have such an allotment of scissors . . . next year. We know that some principals are too parsimonious in their use of supplies to do a good job of teaching; but I do not have any idea that the remedy for this is to dump into those schools twice as many supplies as the teachers have been used to getting for a good many years. Also, we recognize that some schools are probably using more than a normal allowance of supplies; if the judgment of the assistant superintendents is that those schools are doing an exceptionally good job of education, and that the supplies are being well used, the allowance for such schools is continued from year to year. A fixed quantitative allotment of each supply item per pupil may sound very scientific and businesslike; but it may at the same time result in a very inefficient distribution and use of those supplies. Stimulation and a grading up should come through leadership in education, rather than through relatively inflexible statistical controls.

It is not uncommon for school-business departments to discover that some of their administrative controls have become so elaborate, complex, and expensive that the controls can no longer justify their existence. As Scates stated, there is a "great amount of fiction that exists in figures, and in their application."

The plan of the money allotment for supplies seems to have the merit of simplicity in that money is a common denominator for which accounting controls can be established with relative ease. This plan ties in directly with the budget and implies no attempt to control the nature of the instructional programs in the classrooms by the business department. It is normal for persons in their private capacities to have to live within money budgets and so the monetary allotment for supplies would seem to be no novelty to the principals concerned.

The plan of limiting the number of specific supply items per pupil or per teacher or school seems to imply an attempt

TABLE I. Distribution of California School Districts by Extent of Control of the Business Departments; School Districts Arranged According to Average Daily Attendance

Extent of Control	Number of School Districts by A.D.A.					Per Cent
	Under 5,000	5,000 to 9,999	10,000 to 24,999	25,000 and Over	Total	
<i>How far does the business department extend its control over the allocation of instructional supplies?</i>						
1. Inform the superintendent of the total <i>cash</i> amount budgeted and available for supplies with no recommendations for the allocation of supplies except the implication that the total cash budget should not be exceeded and that supplies should be requisitioned through the central supply office.....	4	1	1		6	12
2. Inform the superintendent of the total <i>cash</i> amount available for supplies with detailed recommendations as to school allotments.....	2				2	4
3. Notify the school principal of the <i>cash</i> budget for supplies for his school without recommendations....	9	1	2		12	24
4. Notify the school principal of the <i>cash</i> budget for supplies for the school with detailed recommendations as to how the funds can be most equitably allocated	10		1	2	13	26
5. Notify the school principal as in No. 1, but require that he keep within the <i>cash</i> budget.....	5	2	1		8	16
6. Notify the principal of the <i>article</i> budget allowance per pupil, teacher, building, etc., and require him to keep within each budget.....	4	1		2	7	14
7. Combinations of Nos. 5 and 6 (cash and article)....	1	1			2	4
Totals.....	35	6	5	4	50	100

TABLE II. Tabulation of the Per Cent of the Total School Funds Budgeted for Administrative Supplies, Instructional Supplies, and Operation and Maintenance Supplies for Fourteen Representative Districts

School Number	Per Cent Budgeted for Administrative Supplies	Per Cent Budgeted for Instructional Supplies	Per Cent Budgeted for Operation and Maintenance Supplies
1	.17	2.5	.80
2	1.00	4.0	1.00
3	.30	5.6	1.00
4	.20	5.0	5.0
5	1.00	2.00	1.00
6	.10	4.0	.50
7	.20	3.28	.55
8	.20	3.5	.50
9	.30	2.20	1.50
10	.23	3.73	.64
11	.11	2.40	.61
12	.07	2.31	.53
13	.17	2.63	.81
14	.16	2.86	.66

at securing a greater control over the teaching process by the central administration than would be the case in the use of the simple monetary allotment. It is likely that this outcome is desired by some central school administrations. It is also conceivable that there are school systems in which superior educational outcomes would result from this greater central administrative control. It is to be hoped, however, that central administrations have better and more direct ways of influencing classroom instruction than by curtailing the use of selected supply items.

In most school systems are to be found principals and teachers who seemingly lack sufficient experience to properly order and use instructional supplies. For such persons the supply-item-allotment plan seems almost a necessity. But even this plan won't work with hopelessly unthrifty principals and teachers. The only real hope is to educate them up to grade in the proper and intelligent use of instructional supplies. Studies showing average consumption of selected items within the school system have value in showing standard current practices in supply consumption. These studies should be made frequently and placed in the hands of the principals. Principals would then be requested to explain over- or underconsumption of individual supply items. Many times the principals might be able to justify their departures from mean-consumption standards, but in any event the principals would tend to become more critical of their own supply-consumption practices. Possibly maximum consumption limits need to be established on a few items, but consumption standards only would usually be more suitable. It is peculiarly inappropriate for the business departments to be involved in directly influencing classroom procedures by limiting consumption of designated items of supply. Even if these consumption limits have been agreed on by committees of teachers the business departments should not be

TABLE III. Distribution of School Districts by Bases or Combinations Used in Apportioning Supply Funds to the Schools; School Districts Arranged by Average Daily Attendance

Bases Used	Number of School Districts by A.D.A.				Total ¹
	Under 5,000	5,000 to 9,999	10,000 to 24,999	25,000 and over	
1. A.D.A. or enrollment.....	24	4	3	4	35
2. Type of subject matter.....	16	2	0	3	21
3. Type of pupil.....	3	0	0	3	6
4. Grade.....	10	1	1	4	16
5. Type of teaching method.....	11	3	0	2	16
6. Size of school.....	8	1	0	4	13
7. Type of building.....	2	0	0	1	3
8. Other.....	5	0	1	4	10

¹Districts reporting included in their basis or combination, one or more of the above-mentioned bases.

TABLE IV. Distribution of the Number of Districts by Consumption Bases; School Districts Arranged by Average Daily Attendance

Consumption Bases	Number of School Districts by A.D.A.				Total ¹
	Under 5,000	5,000 to 9,999	10,000 to 24,999	25,000 and over	
1. By different types of pupils.....	12	1	2	4	19
2. Under different teaching programs.....	23	5	3	4	35
3. In different grades.....	29	3	2	4	38
4. In different types of buildings ²	7		2	3	12
5. With teachers of different ratings.....	6				6

¹Districts reporting included in their consumption bases one or more of the above listed consumption differences.

²Consumption difference for maintenance and operation supplies.

TABLE V. Distribution of the Number of School Districts, by Formula Used in Calculating a Standard for Allocating Supplies; School Districts Arranged by Average Daily Attendance

Allocation Formula	Number of Districts by A.D.A.				Total ¹
	Under 5,000	5,000 to 9,999	10,000 to 24,999	25,000 and over	
1. Based on average consumption or use.....	13	4	1	2	20
2. Allotment of supplies as needed.....	16	2	2		20
3. Money per school allotment.....	4	1	2	1	8
4. Per pupil.....	11	2	3	2	18

¹Districts reporting included one or more of the above methods.

TABLE VI. Distribution of the Number of Districts According to Standardized List of Supplies Available; School Districts Arranged by Average Daily Attendance

Standardized List of Supplies	Number of Districts by A.D.A.				Total
	Under 5,000	5,000 to 9,999	10,000 to 24,999	25,000 and over	
Complete standardized list of supplies.....	22	4	4	4	34
Partial standardized list of supplies.....	1	1			2
No standardized list of supplies.....	7	1			8
Totals.....	30	6	4	4	44

TABLE VII. Distribution of the Number of Districts Making Deliveries from a Central Warehouse or by Vendors Direct to Schools; School Districts Arranged by Average Daily Attendance

Method of Distribution	Number of Districts by A.D.A.				Total
	Under 5,000	5,000 to 9,999	10,000 to 24,999	25,000 and over	
Deliveries from a central warehouse.....	24	6	5	4	39
Deliveries by vendors direct to schools.....	13	4	2	2	21

required to administer these controls inflexibly.

California Instructional-Supply Administrative Procedures

To make the quantitative study of supply practices in California a questionnaire was formulated and circulated among California public schools. The inadequacy of the questionnaire as a method of securing reactions and information of as complex a character as that requested in the questionnaire used in the study of California

schools is recognized. Dr. Gallup, of the American Institute of Public Opinion, has apparently proved the superiority of the personal-interview technique over the strictly questionnaire method—3,000 interviews being superior to 300,000 postal-card questionnaires. However, it is believed that the California School Business Officials' Association members, under whose auspices the supply-study questionnaire was prepared and circulated, are unique in their ability and willingness to answer such a complicated questionnaire as the

A One-Session Day in the Elementary School

Ernest R. Caverly¹

In collaboration with Mary Adams²

Not long ago the parent-teacher association in a neighboring town thought it would be a fine idea if there could be one afternoon in each week in which the elementary schools were not in session. The children should have an afternoon "off," thought most of the mothers, so that there would be time for lessons in music or dancing, and an opportunity to go to the city occasionally on a shopping excursion — or possibly (this was not strongly emphasized) to visit a museum. There was also the inevitable, though occasional, visit to the dentist or the oculist, and no time for these visits without taking the children out of school. So, on the whole, the mothers were favorably inclined toward a midweek half-holiday.

Furthermore, they had heard of one town that had an afternoon "off" and a city that had two such afternoons. Both communities had schools of excellent repute, so there must be some merit to the idea. And then there was Brookline, a neighboring town of 50,000 inhabitants, which, according to report, had no school session on any day after 1:30. Truly the matter was worth investigating.

A year ago, to be sure, this "afternoon-off" idea had been disdainfully dismissed by the parent-teacher association, but there had been some conversions in the past twelve months. At least it would do no harm to ask representatives from the towns with the leisure-time program to tell the parents why it was a good policy, if it was.

The superintendent of schools, a very amiable and tactful gentleman, asked me,

¹Superintendent of Schools, Brookline, Mass.

²Secretary of the School Committee, Brookline, Mass.



Approach to the kindergarten wing of one of the newest Brookline schools. The building, which is in simple Colonial lines, harmonizes beautifully with the residential section of the city which it graces.

at the request of his parent-teachers committee, to answer at the next meeting of the association these three questions about our one-session day, particularly in the elementary schools: Why does it exist? How does it operate? What are the reasons for or against it?

Since that meeting, I have realized how unusual is a one-session day in the elementary schools and have found the history of the practice in Brookline sufficiently enlightening to be worth passing on.

First, why does it exist? When my collaborator searched the records of the Brookline School Committee, I thought she

might find that twenty or thirty — perhaps even forty — years ago, after much discussion and lusty opposition, a one-session day was adopted by a five-to-four vote. Instead, she found that as early as 1847 (and no one seems to know how much earlier) there was a one-session day in our schools. From April to October the session was from 8 to 1 o'clock, and during the rest of the year from 9 to 2. Nearly a hundred years ago there seems to have been a recognition of the need for something resembling a daylight-saving system.

By 1871 a graduated system of daylight saving was in effect, the hours of the school session from the first Monday in April to the first Monday in October being still 8 to 1; but from the first Monday in November until Thanksgiving week they were 8:30 to 1:30, and from the Thanksgiving vacations until the first Monday in April they were from 9 to 2. I might add, however, that Wednesdays and Saturdays were exceptions, for on those days the rule said "the school shall be kept three hours only."

About 1848 a restless desire for change seems to have come upon the people. The school committee held a meeting in the town hall and invited all citizens, especially parents, to confer with them and advise them on the subject of education. The only subject of any importance seems to have been the expediency of having two sessions a day in the schools. Certain physicians of the town argued that the one-session plan "if continued long enough



A very modern one-session school day is possible in the oldest of schoolhouses. The Putterham School in Brookline, Massachusetts, was erected in 1768.



A fifth-grade manual training class in the Edith C. Baker School, Brookline, Massachusetts.

would injure the physical health, and consequently the intellectual vigor of the children." The parents were divided in their opinions. Some said that the children were apt to get into bad habits in consequence of having the whole afternoon to themselves and others urged that children at home all the afternoon were apt to be troublesome. Concerning this latter point the committee noted that "So far as these reasons depended for their force on defect in home discipline, of course we could not properly regard them."

As there was no general agreement among the parents, the committee decided on a compromise. There would be one session in the winter term and two sessions in the summer and autumn terms. But by 1867, nearly twenty years later, there was one session again, and the hours were those in effect in 1847. School was still in session three hours only on Wednesdays and Saturdays.

Again and again the question of changing to a two-session day has been raised, generally on the grounds of health, but the parents have always opposed it. "The mind, as well as the body of the child, requires that the day be divided," announced the school committee in 1877 but the parents were not convinced. In 1891 the committee candidly admitted "that public opinion by a large majority was in favor of retaining the present plan." And it has been retained until the present day. Indeed I can think of no more unpopular suggestion that could be made than a proposal to adopt a two-session day. As recently as 1917 the school committee voted, six to three, in favor of two sessions, but wise heads on the committee brought about a delay for further discussion, and little more was heard of the matter.

The one-session day has prevailed so long in Brookline that it is impossible to find out why it came into existence. It would not be difficult to find out whether it should continue to exist.

How does it operate? Our elementary-school session begins at 8:30 and ends at 12:30 in the first and second grades, at 1

in the third grade, and at 1:30 in grades beyond the third. The kindergarten has a shorter session: from 9 to 12. There is a thirty-minute relaxation period between 11 and 12 o'clock for the children in grades above the kindergarten, and this half hour is divided almost equally between eating a midsession luncheon in the school cafeteria and supervised but unorganized play, out of doors when the weather permits.

The school cafeteria seems essential to the success of a one-session day. I realize that most elementary schools do not have cafeterias, and the authorities would hesitate to provide them because of a fear of the expense to the community and to the parents. When the elementary grades are in the building with the junior high school, and in the many consolidated schools where all grades from the first through the high school are under the same roof, the cafeteria problem disappears. The younger children eat earlier than the older ones, but one cafeteria serves all. A luncheon brought from home may be completed by the purchase of milk or hot soup, or an adequate luncheon having a hot dish with a green vegetable, and perhaps a salad or a simple dessert, can be bought for ten or fifteen cents. The younger children will want another luncheon of moderate size when they reach home about 2 o'clock, but the high-school students are less likely to require any more food until the evening meal is served.

Even in a six-grade elementary school



A cafeteria is an essential element of a one-session school day. A room like the cafeteria in the Pierce School may be very simply equipped and even though it occupies space in the basement, it may be very adequately lighted. A white ceiling, ivory tinted walls and deeper ivory enamel furniture harmonize with the ivory and blue linoleum floor and make the room gay and attractive.

without a cafeteria hot soup, milk, cocoa, and sandwiches can be served, and these meet reasonably well the late-morning needs of children six to eleven years old. In our primary schools there are no cafeterias, and even in the upper grades cafeteria service as we now think it desirable has been in existence only ten to fifteen years. If the advantages of a one-session day appeal to parents, they need not hesitate to adopt it on account of the lack of an elaborately equipped cafeteria.

A school with two sessions usually has five hours a day, inclusive of recesses. Our one-session day has from three and one-half to four and one-half hours of working time. How can all the lessons be learned in that shorter period? When one worries lest there may not be time enough for this or that, he will do well to remember that the one fixed factor in life is not how much work there is to do, but how much time there is in which to do it. Rich or poor, we have twenty-four inalienable and non-negotiable hours each day. A wise division of that time will provide portions for work, for play, and for rest. For the child a large part of the work time is school time, and the teacher must see to it that the school time is used with greatest profit to the individual. The famous question, "What knowledge is of most worth?" is never finally answered. It must be answered anew each day, by each teacher, for each child. How simple is the precept, how difficult the practice.

A superior teacher will undoubtedly teach more and a superior pupil will learn more than ordinary or inferior teachers and pupils, but that only emphasizes the



A sunny corner of the kindergarten, Edith C. Baker School, Brookline, Massachusetts.

inevitable differences between superiority and inferiority. Increasing work time will not reduce the gap materially, and it will be harmful in reducing the time which should be reserved for play and rest. Let us aim to have superior teachers and superior working conditions, and banish worries about the brevity of time.

Except for the longer recess period, the cafeteria service, and the slightly reduced number of hours, the one-session elementary school operates much like the two-session school.

The advantages of the plan are a better division of the child's day and a more

favorable placement of his working hours. The disadvantages are that there may be a less satisfactory luncheon at school than at home, in case there is no school cafeteria, and that the afternoon hours may be improperly used. Concerning the latter objection, however, it might be pointed out that the school should not be a parking place nor a place of detention for those who may get into mischief. Recreational facilities, provided by the home or the community are essential to child welfare; but they should be provided on a constructive, and not merely a preventive, basis.

A School-Board Member Looks at the Principal of a Small School System

Clyde B. Moore, Ph.D.¹

Man has long known that a point of view is important. This principle has been recognized in song, story, and sermon, not to mention political, economic, educational, and social situations. The ancient oriental story of the blind men and the elephant is still significant in a modern western civilization. Indeed the continuous rise of scientific procedures, the development of technologies, and critical thinking seem to have enhanced the importance of a point of view. To summarize, in a brief sentence, we may say that, a philosophical deduction may rise in importance as its experiential base is broadened and verified. It is in this light that we invite you to look from our point of view at this professional edu-

cational functionary whom we call the principal.

1. *The school principal is now generally considered as a supervising principal.* Traditionally he was the principal teacher — hence his official title. In just what sense he was the principal teacher was not always clear. Age, length of tenure, physical strength, level of instruction, sex, and doubtless other factors played their part. The principal is much more than this today and the school-board member who sees only a principal teacher, even an excellent teacher, in the office of the principal cannot complacently sit idly by without betraying his trust as a school trustee.

2. *We should see in the principalship a man of professional supervision.* This implies more professional qualifications than

we should attempt to enumerate here. Obviously it implies a thorough, liberalizing, general education nicely fused or articulated with the best professional education now available. In relation to the other positions of the school it is a superposition. Super-vision, therefore, becomes imperative. It is a *sine qua non*. Professional competence in the chief executive and supervisory officer of the school is a fundamental consideration. It implies not only competency at the time of appointment but a continuous revitalization of this competency to meet changing needs.

3. *The good principal has a super-vision in a personal sense.* He is an educated man of fine sensibilities and far-reaching vision. He is critical and penetrating in his thinking but not harsh and arbitrary in his con-

¹Graduate School, Cornell University, Ithaca, N. Y.

tacts. To him historical allusions are meaningful and he is able to make interpretations accordingly. As he and his world are swept along through changes wrought by scientific discovery and technological changes he is not overawed as a primitive might be by superstition nor does he stand in helpless ignorance. He builds new learnings upon the old. He finds such basic principles as he has the time and capacity to comprehend and understand. The arts, too, must come within the scope of his understanding and appreciation. In short he is a minister of education within his sphere — equipped, yet growing; alert, yet well poised; conserving the best of the achievements of the race, yet always a cultural progressive.

4. *A super-vision of things social is essential to the best in educational social service.* Good education is at once individual and social. At its best these two phases are nicely balanced though never static. Through the co-operative efforts of individuals in a society social goods are provided. The public school has become the institution, *par excellence*, in satisfying these social needs. It is born of, and supported by, society. Without a super-vision on the part of the leadership it retrogrades and decays. Even the smallest village or rural community presents a varied pattern of social conditions, needs, and aspirations. Communities do not just happen. They are the result of mighty forces. Deep, sometimes hidden, causes have contributed to the birth and development of each community. Community birth pangs may have been severe. The child may even have suffered serious injury in delivery. The result may be a spastic case requiring a prolonged period of special care. This is the more reason for deep understanding, deft skill, and painstaking care on the part of the school principal. He is physician, judge, advocate, clergyman, and teacher in one. His task extends far beyond mere pedagogical procedures within the classroom.

5. *A principal should not live in a black and white world.* Life does not fall into discrete categories. Rather it is varied by innumerable degrees of shadings. Rarely does it appear in purest white and probably never is it wholly black. Absolute, unchanging, and unqualified decisions, on the part of the principal, are so rarely good that to find them is disturbing to any thoughtful person. Positive direction of effort is another matter. Shadings alone may be drab in effect. The cold gray of intermediacy lacks the warmth of high purpose and zest. The colorful tints of emotional drive are as essential to a good school situation as they are to the delights of a glorious sunrise. A principal whose life is infectious in his school and community radiates warmth, color, buoyancy, and vitality and avoids the harsh cold world of black and white.

6. *The good principal manages himself and his affairs efficiently and in a business-like manner.* Professionally he must be

NOT TOLERANCE, BUT MUTUAL RESPECT

I do not fear that the modern spirit will destroy the moral spirit of men or their moral values. A generation of persecution in Russia, years of cruelty in Germany, have not destroyed those values of the common man. But hatred has fanned hatred and distilled the poison which has corrupted tyrants and their yes men. It is not for tolerance that I am pleading, for that is a negative thing, but for respect for opinions which are antipathetic, with which we disagree, and for that regard for others which is basic to the free interchange of views, without which democracies cannot survive. — James Marshall, President of Board of Education, New York City.

competent in the business affairs of the school. Personally he dare not be less so. Grocery bills may be inevitable but meeting them honestly and in due time is a virtue of no mean significance. Care of property under lease, the maintenance of those pleasing artistic effects about and within the home bespeak not only the good citizen but the community member of fine sensibilities and social ideals. Concern for personal and family welfare through thrift, programs of insurance, budgeting of time, energy and money, the anticipation of probable needs and a system of adjustment cannot be overlooked by the trustee who has been chosen to represent the people of a community.

7. *The strong principal has a good working acquaintance with the legal and economic structure of the school system of which he is a part.* This is deeply significant. To be most effective a general understanding is not enough. How do the laws, decisions, and opinions apply here and now? What are the sources of revenue? How do they fluctuate and why? What other sources are available? Are there possible economies apart from reducing the educational functions of the school? How may they be effected?

This phase of a principal's responsibility may require careful and painstaking research within the community he serves. Each community has its own characteristics. Apart from legal and structural lines are to be found prejudices, attitudes, and interests which may challenge the utmost of his skill and ability. But the challenge is there and the principal has been selected to face such challenges. The trustee must give him every reasonable support but the principal must become the focal point of investigation and understanding in the promotion of a program.

8. *The principal of high efficiency is a critical and constructive student of local political trends.* Local politics may constitute a powerful influence upon the educational program. The principal should not become a local politician in the usual sense of the term. He dare not, however, close his eyes to the local political issues and the machinations which may follow. To be most effective as the executive officer of his school he must know the sources of

interest, support, and strength of political groups. Quite apart from political organization he is obligated to understand the constitutional organization of village, town, or other local political units within which political activities take place. He will do well to look, listen, and reflect, and then proceed with caution on a sound and constructive program.

9. *A strong principal will know something of state, national, and international political trends.* He operates professionally within local limits but his community is identified in some degree with all the rest of the world. In the first place he must never forget that education is a state function and that he is to a considerable extent an officer of the state. As such he has obligations far beyond the confines of his district. Some are official. Some are within the profession of his high calling. Society requires that he be cognizant of these larger interests and affiliations.

Beyond the state or commonwealth lie the national government and international affairs. Children, parents, and other citizens of the community, are aware of these. At best they will understand them and feel their importance and significance only to a limited degree. In these matters the principal should find profound satisfactions which he will pass on to his community through the agencies of which he is so significant a part.

There is no end to the opportunities and obligations of a school principal. They are at once challenging and inspiring. The true trustee rejoices in his achievements and supports him during periods of trying circumstances. He is looked upon as a professional worker in a highly strategic position. He belongs to the public to a degree that possibly no other professional worker does. He should be paid in money, opportunity, respect, and high acclaim in proportion to the degree to which he attains the high standards evolved by a great people in a great democracy.

SYSTEM THE CHIEF FAULT

Oklahoma City school-board difficulties grow out of its system of school government. Board members are chosen by wards and on a partisan basis. These members build up a political machine that will keep them in office. They are able to do this by favoring certain individuals and workers with jobs, by buying school supplies from others, by making appointments to teaching or other positions and by other methods well known to the politician.

The result of such a system is that each ward representative tries to build up his own ward and himself at the expense of other wards and also at the expense of taxpayers. Money is spent without much thought to value received. The whole school system suffers because of the demands from individual localities.

A much better system, one that is used in most of the progressive communities of the state, and other states, is to nominate board members on a nonpartisan basis from the various wards and then elect them by a vote of all of the people of the district. One's ability to serve his school district has nothing to do with his political affiliation. Such a system permits the selection of board members on a merit basis and is more likely to eliminate those who would use the position for personal profit. — Ponca City, Okla., News.



An exterior view featuring the gymnasium section of the Jacobs High School, Stevens Point, Wisconsin.

Planned and Built for Community Service

The Jacobs High School, at Stevens Point

A modern high-school building which meets the vast variety of services demanded of a secondary school under present political, economic, and social conditions is an extremely complicated and finely articulated structure and requires competent professional planning, high-grade construction, and technically correct and complete equipment. It is the experience of numerous boards of education and high-school staffs that a building which represents the culmination of some years of intensive educational planning, with the benefit of expert guidance, is vastly superior in service to a building which is planned and erected in haste, and equipped with money-saving as a first objective.

The board of education and the school authorities of Stevens Point, Wis., have during the current school year expressed satisfaction over the completeness and utility of the new P. J. Jacobs High School Building, which represents more than seven years of educational planning and not less than five years of study and work on the problems of financing and construction. The instructional and administrative planning of the building was first undertaken in 1930, and architects were engaged as

early as 1933 to draw up sketches and preliminary plans. The final, revised plans were accepted in 1935, and construction was begun in 1936. At that time local



A typical classroom in the Jacobs High School.



General Exterior View, P. J. Jacobs High School, Stevens Point, Wisconsin.—Law, Law and Potter, Architects, Madison, Wisconsin.

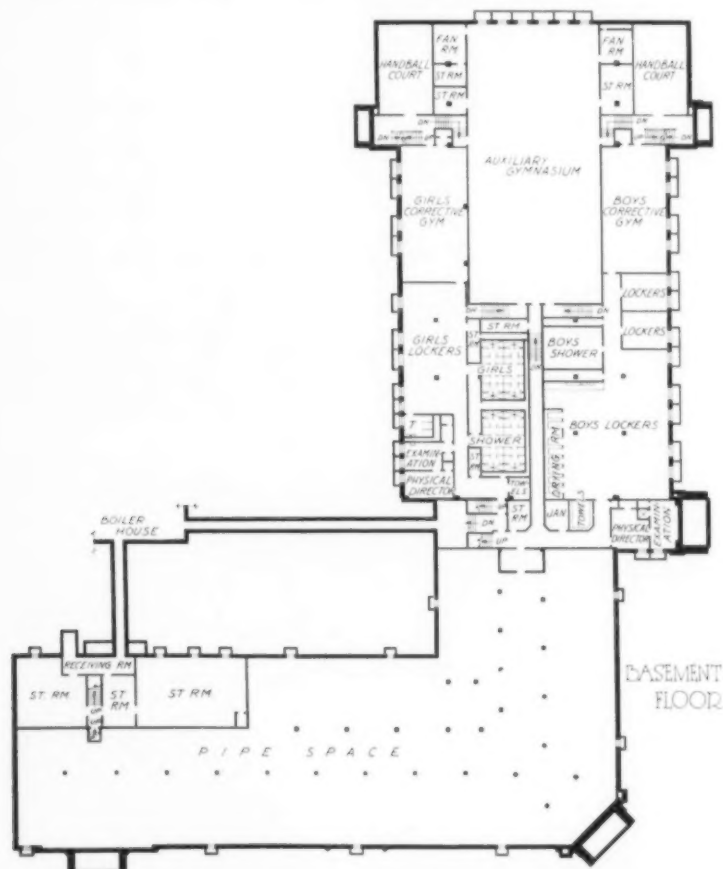
funds, as well as a grant from the PWA, became available. The building was completed in March, 1938, and occupied in the spring of the year.

The building is in two main units—an academic section and an auditorium-gym-

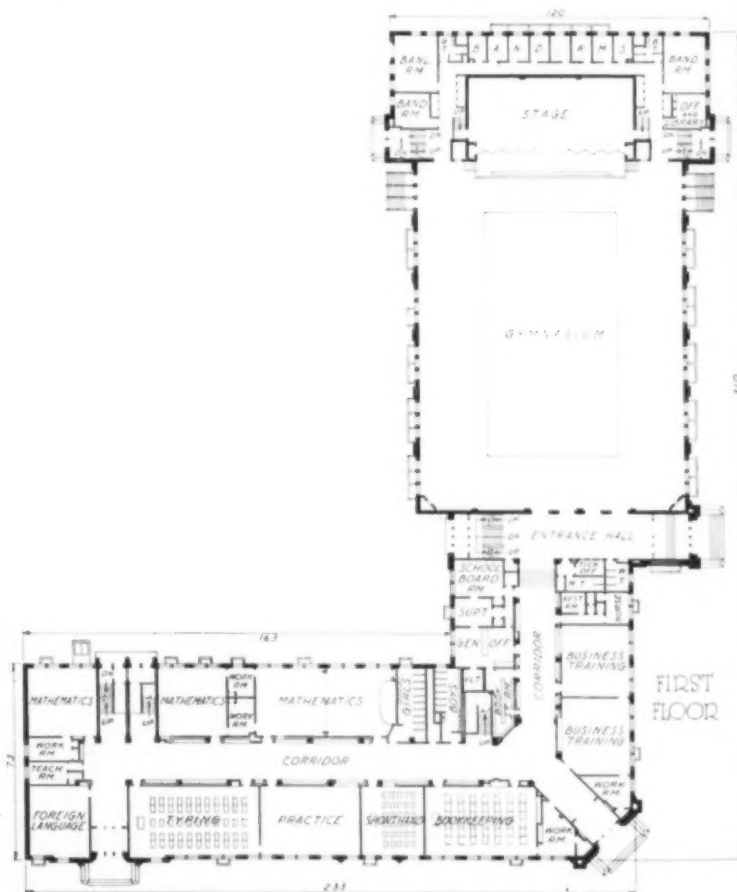
nasium section. It is erected of local sandstone, trimmed with cut stone originating in the same quarries. The result is an attractive building in warm grays and tan. It represents a fine utilization of a typical, permanent local building material. The

interior construction is reinforced concrete, tile and steel.

The classroom unit, which is without basement, is three stories high. It affords space on the first floor for the board of education, the superintendent of schools,



Basement Floor Plan, Jacobs High School, Stevens Point, Wisconsin.—Law, Law and Potter, Architects, Madison, Wisconsin.



First-floor Plan, Jacobs High School, Stevens Point, Wisconsin.



The library of the Jacobs High School is the academic center of the school.



The auditorium-gymnasium of the Jacobs High School, Stevens Point, Wisconsin, looking toward the stage.



*A general view of the William Morton Junior High School, Lexington, Kentucky.
— Frankel, Curtis and Gillig, Architects, Lexington, Kentucky.*

A Building Program that Stays Successful

Henry H. Hill¹

As a participant in school-building surveys and as state high-school supervisor, the writer has witnessed the formulation and completion of many school-building programs. In all cases there have been evident the enthusiasm and pride of local board members, superintendent, and patrons over the completed building. Shame on that one who raises a discordant note in the local harmony by pointing out costly mistakes of construction or by expressing interest in the financial condition of the school district as a result of the capital expansion! Yet, in the writer's opinion, no school-building program can be termed completely successful until some years after the completion of construction work, when it is evident whether the educational program has been impaired as a result of the buildings erected.

An analysis of some of the factors involved in a successful building program and some illustration of Lexington's efforts to have "a building program which stays successful" may be of some interest to those who have the responsibility of housing America's children and of providing the best possible educational program.

When to Build

No school building should be erected until at least three questions are answered satisfactorily:

1. Is there a genuine need for new construction revealed by a careful building

survey by outside specialists or by a local school executive of competent training and experience?

2. Is the money obtainable without using the entire taxing power of the district to raise it?

3. Will the capital expenditure endanger the operating program of the schools?

When is a building program unsuccessful? The negative approach to a question sometimes reveals more clearly and emphatically the final positive answer. The success or lack of success of a building program, in the larger sense, is evident only after five, ten, or fifteen years of operation.



The library of the Morton Junior High School adjoins the study hall so that children may pass freely from one room to the other. The room is beautifully finished in browns and greens.

¹Superintendent of City Schools, Lexington, Ky.



A view of the gymnasium showing, at the right, a bit of the rolling partition and, at the left, of the folding bleachers. The gymnasium has tile walls and a sound-absorbing ceiling. It is heated and ventilated by means of unit ventilators.

It is unsuccessful when the expenditure for buildings has (1) reduced the efficiency of the operating program through oversized classes, a shortened school term, unreasonable lowering of salaries, and petty economies in supplies; (2) added unreasonably to the tax burden of the citizens; (3) rendered further necessary and desirable quantitative and qualitative expansion difficult or impossible.

When is a building program successful? The answer to this question cannot be stated dogmatically, but certain factors may be enumerated, many of which must be evident if the building program may be termed successful in the best sense. Most of these factors refer directly or indirectly to school debt but are worth stating as separate factors if only to illustrate the many concomitants of unwise debt. The Federal Government is the only unit large and strong enough to carry a big debt. Whether it can do so indefinitely is at least debatable; there is no debate about the average school unit—too much debt here wrecks both the present and future so far as genuinely progressive and worthwhile public education is concerned.

Some factors that usually accompany a successful building program may be listed as follows:

1. The additional debt-service cost is carried with reasonable effort by the taxpayers.
2. The debt incurred is reduced annually over a period of not more than twenty years.
3. The amount chipped out of each school-tax dollar for debt does not exceed fifteen or twenty cents. Any figure is arbitrary but much beyond the foregoing percentage is hazardous.

4. The operating and instructional costs are reduced, or increased very reasonably, by the use of the new buildings.

5. Such additional operating costs as are inevitable are paid without petty and irritating economies in supplies and equipment.

6. The new construction completed adds to the quantity or quality of educational services rendered to the community.

7. Older buildings can still be maintained and improved despite the increased expenditures for bonds and operating costs.

8. The operation of the normal salary schedule is neither endangered nor interrupted by reason of payments arising from the building program.

9. The buildings are planned co-operatively with the teachers and principals so that the staff understands the building policies and the financial limitations of the district. Those who man the front-line trenches must know the policies and plans and have confidence in the ability and sincerity of their leaders.

10. The buildings represent the "best buy" in school construction for the particular district paying for it. For the average city, at least in the Mid-South, this means selecting from many kinds of construction and plans those features only which promise the greatest educational return for a reasonable expenditure.

Getting the Best Buy

The new William Morton Junior High School in Lexington, Ky., completed in August, 1938, is the eighth of twelve building projects completed or in process of construction since 1934. It occupies part of a thirteen-acre site also utilized by the first unit of a new elementary center. It was

the endeavor of the board of education, and of the architects, administration, and faculty, to secure the "best buy": an attractive, fire-resistive structure, planned to reduce maintenance to a minimum, to provide maximum utilization of all facilities, to reduce rather than increase operating or instructional personnel, to provide for future expansion and prevent the growth of an unattractive environment. Certain specific moves in the direction of low cost, operating economy, and greater instructional return may prove of interest, but none is recommended unreservedly. Climatic conditions, financial ability, local mores differ too widely to suggest any particular feature as universally wise or desirable.

1. Tile wainscoting was used throughout the halls and classrooms to eliminate dirty or damaged plaster forever and to cut future maintenance costs.

2. The gymnasium was planned for continuous use by both sexes by means of an electrically operated folding partition. With almost the same floor space double the number of students are accommodated.

3. In the end of the gymnasium next to the cafeteria, recesses were constructed to provide for folding tables to be used for later crowded conditions or for large community suppers. The tables may be added later when needed.

4. All the noise-making departments are located on the north wing. They include the gymnasium, cafeteria, industrial-arts and home-economics laboratories, typing and band rooms. The auditorium, library, and all academic departments use the south wing.

5. All laboratory rooms are planned to accommodate satisfactorily 24 students or more and to serve as home rooms. In Lexington, from 70 to 80 cents of each dollar of current expenditure goes to instruction. A physical plant which prevents a competent shop or laboratory teacher from carrying a reasonable load is poor economy.

6. The auditorium is planned and equipped to serve as a study hall with a checkerboard arrangement of opera chairs with tablet arms. The library is connected directly with the auditorium to facilitate the use and administration of both study hall and library.

7. The metal- and woodwork shops have a room between them to serve jointly for lecture, drawing, or home-room purposes.

8. The cafeteria is rather small, being designed to accommodate 230 in a school of 700, but arranged and administered to accommodate the 600 who use it daily. It is adjacent to the double gymnasium which in inclement weather is used for recreation during the cafeteria period.

9. The building is heated from the adjacent elementary unit. This eliminated any necessity for a basement.

10. On the first floor two necessary light courts were converted into two large shower and dressing rooms for boys and girls respectively. The floor of these units



The cooking laboratory is laid out on the unit plan and is so arranged that pupils work under conditions approximating those of the home. Stoves, cabinets, etc., set up excellent standards for local homes.



A typical classroom of the Morton Junior High School is fitted with movable chair desks. The walls and ceilings are plastered and the floors are asphalt tile or inlaid wood block. The wainscoting is washable tile. The blackboards are slate and the tackboards are cork composition.

is about four feet below ground level, but there is ample sunshine and light through monitors. This eliminates the ordinary shower rooms and bleacher arrangement on either side of the gymnasium. Fold-away bleachers occupy little space and give maximum utility of the gymnasium.

11. Unit ventilators are used for heating and ventilating in all classrooms. With thermostatic control these provide economically for heat and ventilation.

12. Acoustical treatment of ceilings in the band room, cafeteria, and auditorium add to efficiency.

13. Lockers 72 by 15 by 15 in., especially planned to accommodate two students each are used. Thus entirely satisfactory locker space is provided with fewer lockers and reduced construction cost.

14. Natural lighting is so well provided that the light bill is almost negligible. One row of lights located somewhat closer to the corridors than to the windows is used in most rooms. Children are present under study conditions from 8:30 a.m. to 2:30 p.m. Careful observations with a sight meter have shown that the ordinary second row of lights near the window would be wasted except for night use.

15. Every classroom has ample built-in closet and storage space. Thus cost of bookcases, tables, and cabinets which eventually would be added is eliminated and, of more importance, students and teacher have more usable floor space.

16. Tiletex used for all classrooms is economical, quiet, and wears well.

17. The building has a complete sound system including the return-speech feature. This cost about one third of 1 per cent of the total cost of the building. It is not a necessity but very desirable.

The building is planned so that a material increase in enrollment will involve no additional cost in instructional per-

sonnel. In 1938-39 one hundred more students are accommodated more satisfactorily with one less teacher than was necessary in the former building.

The building cost \$310,654.99, equipment \$20,491.97, land \$15,337, making a total outlay of \$346,483.96. A PWA grant of \$141,545, current fund expenditures of \$24,938.96, and a 20-year school-revenue bond issue of \$180,000 (sold at 2.87 per cent) provided the funds. With 25 rooms, auditorium, gymnasium, library, medical suite, and the usual auxiliary rooms, the

building now serves 650 children and will readily accommodate 800. The cubic foot cost was 25 cents.

Interesting exterior treatment includes the Mt. Vernon motif of beveled cut stone, not to imitate the beveled white boards of Washington's home, but to provide the original construction which George Washington imitated. The colonial exterior treatment represents about 3 per cent of the total cost, a small amount to spend to harmonize with the popular architectural style of the Blue Grass region.

Modern Trends in School-Building Construction

Alfred C. Lamb¹

The greatest advance in the planning of school buildings of modern times has been the adaptation of these buildings to fit the school curriculum.

We no longer construct buildings planned to fit some hazy notion of an architect concerning school practice and turn them over to a principal and staff of teachers with instructions to conduct school. Teachers, principals, supervisors, directors are first consulted as to the requirements of a physical plant to fit the particular curriculum that is to be taught. Full recognition is given in the plans to the fact that the high-school buildings vary as the curriculum that is to be taught in that particular building varies from that taught in other buildings. So, too, vocational and other special school buildings are designed particularly for the use which is to be made of them.

A considerable number of architects are specializing today in school-building planning and

design. They are devoting a great deal of study to the requirements of the school program, and are consulting with the educational staffs for details of space, arrangements of equipment, shape and size of rooms, and grouping of departments.

The modern trend in school construction is to build for permanence, fire resistance, utility, and beauty. Waste space in modern school buildings is inexcusable. Towers, dormers, spacious corridors, and excessively wide stairways are eliminated, as also are the enormous attics of the old-type buildings.

School boards today are retaining architects who are specialists in school architecture, who can combine utility with beauty, to give the greatest usable space within a given area; architects who can build into a structure the ideas of the specialists who are to use the building as an educational plant.

Roofs are almost universally flat concrete slabs covered with felt paper, gravel, and asphalt, hidden behind a decorative parapet. Occasionally a portion of the building may be given a hip roof, covered with slate or tile. This portion of the building is usually the

¹Mr. Lamb, who is Superintendent of Buildings and Grounds at Wayne University, Detroit, Mich., used this paper as the basis of an address before the National Association of School-Business Officials, Chicago, October 11, 1938.



*The Riverside School at Grants Pass, Oregon, fronts on two quiet residential streets.
William Laing, Architect, Medford, Oregon.*

A Small School that Has the Best

In the mountains of western Oregon, at Grants Pass, there recently was completed a thoroughly modern grade-school building. A wide, well-lighted hallway extends through the center of the triangular structure, with nothing on either side to obstruct the passage of children. All of the rooms are heated, lighted, and ventilated automatically. This is the first small school building in Oregon to be equipped with automatic light control.

This elementary school has many features formerly found only in colleges, and later in high schools. There is a commodious gymnasium with stage, an auditorium, a library, a music and art room, a lunchroom and rest room for pupils, a radio and public-address system, an automatic signal clock system—even steel lockers for the tiny tots. The old type of school fittings are here replaced with porcelain toilets and washbowls; in place of noisy, dusty floors, the children walk on asphalt-tile floors which are both quiet and sanitary. Surely the boys and girls of Grants Pass have much to appreciate. In selecting an architect the school board was careful to secure the services of a man who for years has made educational buildings his specialty.

When the old Riverside School burned in 1937, the Grants Pass school board planned to replace it with a \$75,000 building. Application was made to the PWA for 45 per cent of this amount, which was granted. It was afterward decided to add two rooms for anticipated increased attendance and to make other improvements, which brought the cost up to \$100,000. PWA officials approved the

altered plans, but added little to their allocation of funds, the total amount granted being \$35,668.

The new school is a one-story concrete structure, occupying the northeast corner of a partially wooded block, which affords plenty of open playground space and areas for quiet outdoor activities. Built in the form of an L, with the front entrance at the outer angle, the edifice extends 190 ft. south and 185 ft. west. Nine of the classrooms face north or east.

One of the fine features of this school is

the arrangement which enables first- and second-grade pupils to enter and leave the building at the south end of the central corridor, which adjoins their classrooms, while the larger children have their entrance at the west end of the corridor. The mixing of elder and younger pupils and resultant confusion is thus avoided.

The gymnasium, 40 by 60 ft., is located in the inner angle of the edifice. The auditorium, 26 by 38 ft., the music and art room, the library, and one classroom—each 22 by 38 ft.—extend west from the gym-



The building as seen from the playground.



A view of the locker-lined corridor which is skylighted.

nasium. A lunchroom and kitchen, 22 by 50 ft., and the boys' and girls' toilets, showers, and dressing rooms are between the south corridor and the gymnasium. Each of the last two units is 20 by 36 ft.

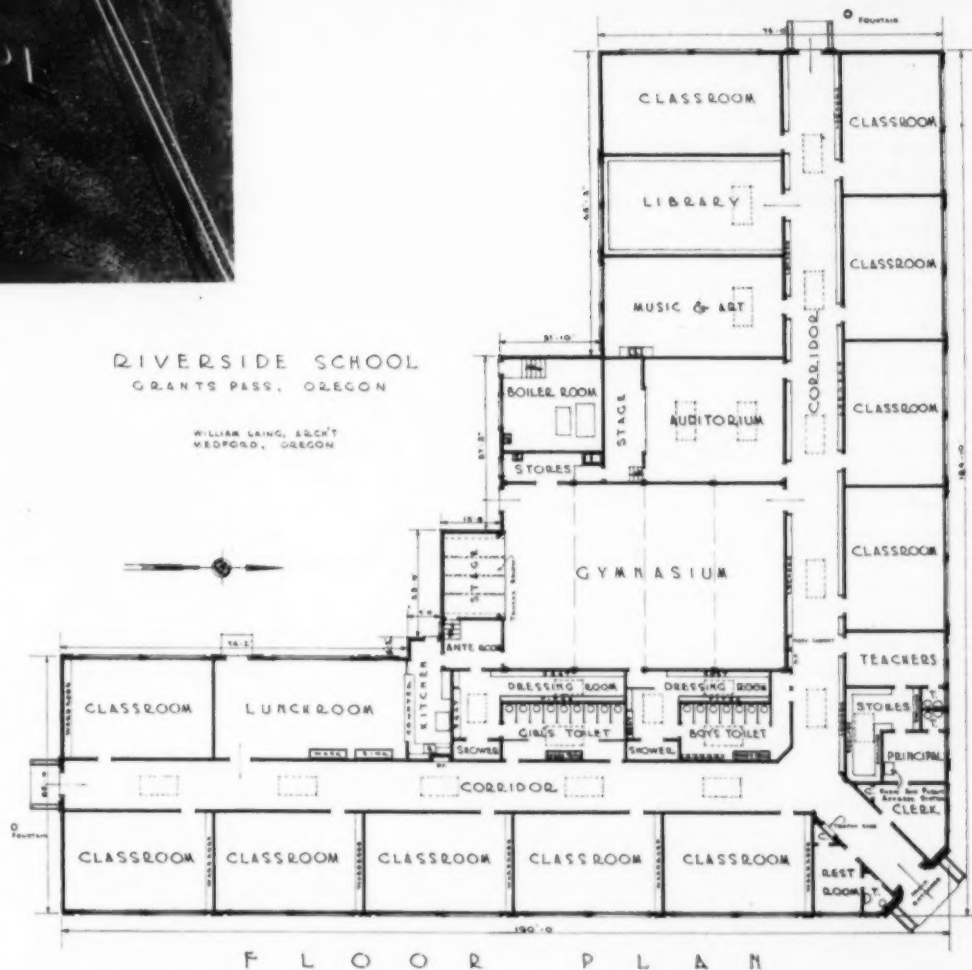
A stage and anteroom, 14 by 30 ft., is built into the south end of the gymnasium. The boiler room, 20 by 22 ft., is west of the gymnasium and south of the auditorium, with floor lowered four feet to give plenty of headroom. Between the gymnasium and the boiler room there is a 6 by 22-ft. janitor's storeroom.

In the triangular space, at the left of the front-entrance hallway, there is a children's rest room, while on the right there is a clerk's office. West of the latter is the principal's office, 8 by 10 ft., an L-shaped storeroom, and a 12 by 22-ft. teachers' room.

Lockers and drinking fountains are recessed into the walls on both sides of the corridor. These pupils' lockers are opened with combination locks, while those in the primary rooms are opened by turning a lever in the teacher's closet, which is kept locked. All walls are smooth plastered and ceilings are covered with acoustic fiberboard.

A constant temperature is maintained by thermostat control. Hot water from a fuel-oil-operated boiler circulates through radiators built into the inner walls near the ceiling. Electric fans blow air through these radiators into the rooms. The air escapes from the rooms through screens at the bottom of the inner wall, and a portion is recirculated, the fan mixing 25 per cent fresh air with 75 per cent recirculated. The old practice of heating air next to the floor and of permitting it to escape near the ceiling has been reversed, resulting in more than even temperature in all parts of the classrooms.

When the light in a classroom fades below 15 candlepower, a photoelectric cell turns



Floor plan of the Riverside School, Grants Pass, Oregon. The gymnasium is adequately lighted and ventilated by means of clerestory windows.

on electric lights, which automatically are turned off when the natural light increases to 25 c.p. South and west windows are equipped with Venetian blinds made of Port Orford cedar, the only supply of which in the western continent grows between Grants Pass and the ocean.

Floors are covered with asphalt tile in colored patterns. Magnesite baseboards, with curved upper and lower edges, have been installed.

All entrances are practically ground level, obviating steps to climb up or to fall down.

The lunchroom is so arranged that the pupils first wash their hands at two large wash troughs, then pass to the counter near the kitchen for their hot dish. After eating, the children may go directly to the playground; in Grants Pass the climate being so pleasant that outdoor exercise is possible almost every day in the year.

Because it has all the latest automatic features, the new Riverside School combines maximum comfort, convenience, and sanitation with minimum maintenance expense. The

(Concluded on page 96)

The Threefold Function of Placement

Charles E. Leavitt¹

Placement service in Grosse Pointe, Mich., was started in August, 1935, and the placement bureau was faced with the problem of establishing sound contacts with employment opportunities, meaning in most cases large corporations in the Detroit area. As no organized work in this field had been done previously by the school, it was deemed advisable to investigate and classify, by occupations, the parents of all children enrolled in the high school. Personal interviews with parents, principally in several industrial fields, were arranged, and valuable data was secured concerning the background of the pupil, the economic situation of the family, the hopes and anticipations of the parents, and the characteristics of the pupil. Most of the facts learned in the course of the study were not always evidenced in the usual school life. Within six months after the completion of this classification, the results obtained were so satisfactory that 97 per cent of all available graduates were placed. These placements were economically beneficial to the parents and the pupils and to Grosse Pointe. Naturally they were economically beneficial to the employers as the mobility of the casual employee is surprisingly large and labor turnover is a most expensive item for any employer.

The most natural procedure in seeking to establish contacts with potential employers is to approach those firms who are taxpayers in the district where the school is located, for unless the school can sell itself, its program, and its product at home, it can hardly anticipate selling it in other communities where less is known of its program and its pupils. Therefore, while the survey was being made with the parents as outlined above, personal contacts were being made with employers living in the school district.

Bettering Courses

One of the significant by-products of the interviews with possible employers was the number of questions regarding certain current procedures, policies, and course content of the school system. Many questions raised were based on a misconception of aims, and all too many were based on inaccurate information or too little information regarding procedures of common interest to residents of the community. It appears that every possible opportunity should be used to advise, inform, and publicize — if such a term can be correctly used — the aims and objectives of a sound placement service as a part of a vocational-guidance program within the school system.

Several employers expressed the opinion that contacts established originally for

placement purposes actually play an important part in the public-relations program of any school system and that men successful in industry can and do make a definite contribution to the public schools through concrete and practical suggestions as to the desirable curricular and extra-curricular changes needed in the school.

Working on this theory of employer-school problem solving, a number of changes have been made in our pupil-course-planning and in our commercial offerings. Upon the suggestion of M. A. Clark, manager of industrial relations, U. S. Rubber Products, Inc., our office-practice pupils now have added to their course, comptometer, dictaphone, and part-time work on the switchboard at the board-of-education office, and training in a revised filing system. These additions are not peculiar to the Grosse Pointe system, but their introduction upon the recommendation of an employer indicates the greater possibilities of curricular changes based upon ever changing industrial needs.

What Industry Wants

The net result of changes of this type has been the development of a greater versatility in the pupil, which opens up more avenues of employment than the elementary specialization in one subject. Industry apparently is seeking versatility as a first step toward placement and promotion, and specialization can be accomplished after placement.

In the placement field we have something

to sell — a school system and the products of the school system — and it is absolutely ethical and essential to use legitimate means to sell this product, and the method of doing so can well be learned from the pioneering which industry has done in the field of personnel and public relations. However, in order to do the selling job, to educate the potential employer to the possibilities at hand, and gain his confidence in the service the schools can render, it is vital that the placement executives maintain constant contact with all local employers and spend a great portion of their working hours seeking new contacts, investigating employment opportunities, leading to a steady and persistent stream of well-trained and well-guided pupils from the schools to fill the needs of industry and commerce. The head of the commercial department and the director of guidance visit the pupils on the job at regular intervals. This planned follow-up program seems to be the best method for evaluating the preparation of the pupil as well as his adjustment to given working conditions.

At present we may summarize the objectives of our placement program as: (1) socio-economic adjustment of our graduates; (2) the utilization of this placement service as a part of our public relations program; and (3) the revision of our practical-arts and commercial programs to conform with the vocational requirements of various positions which our pupils have chosen.

Rural Safety Education

Albert Earley¹

Our chief objective in teaching safety in rural Delaware is to develop in children and adults a safety consciousness which functions. We accomplish this in several ways.

The most popular and perhaps the most effective way of making children safety conscious is by means of broadcasts by the children. Pupils from the third grade up write original safety plays of fifteen minutes and broadcast them over stations WDEL and WSAL. The plays are seasonal and teach all phases of safety — the hazards of bicycle riding, roller skating, farm and home hazards, the precautions to be taken in swimming, camping, hiking, etc. This is putting safety education on a modern educational basis. It is worth-while activity. It appeals to the children's interests, and all the traditional school subjects

can be integrated with safety. It is a red-letter day in the lives of farm boys and girls when they go to a city of 120,000 to broadcast.

I asked a three-teacher, a four-teacher, and a six-teacher school to build farmsteads depicting all the farm hazards possible. I visited one of these schools when the children were working on this project. They were discussing the proper proportions for the building, and drawing diagrams. Here were English and arithmetic as well as safety. None of these children were above the eighth grade. These schools do not have manual-training shops. They have no tools, no lumber — nothing with which to build, but the boys and girls made farmsteads which were the wonder and admiration of the president of the state safety council and the state superintendent of police. The farmsteads were exhibited at the state fair.

The lower-grade teacher in a two-teacher

¹Director of Guidance, Grosse Pointe, Mich.

¹Supervisor of Rural Schools in Delaware and Director of the Delaware Safety Council.

school shoved aside her movable furniture, and the children made a miniature modern highway on the floor. Everything pertaining to highway safety was shown. There were traffic signals, highway cops, first-aid stations, hospitals, and nurses. By means of this setup the teacher taught for a reasonable length of time almost everything required of a teacher having grades one to four inclusive.

Children write stories about safety and dramatize them in the opening exercises, in the meetings of the Parent-Teacher Associations and in classes. I have seen small children so imbued with the safety idea that they voluntarily played safety games rather than jump rope.

A teacher in a one-teacher school centered her music teaching around safety for a limited time. Some teachers put a stop-go sign in the schoolroom and children pass this at dismissal, stopping on the red and walking on green.

Pupils of proper age learn to drive automobiles by driving them under the instruction and supervision of competent teachers.

The state safety council has automobiles which it lends to schools for this purpose. Pupils are first given the theoretical instruction in driving cars, and then they are taken on the highways in these safety council cars and given the real training in driving safely.

Through the courtesy of the state safety council, the University of Delaware gives a course in teaching safety each summer. The Red Cross gives free swimming lessons every summer to all school children. They have free transportation to and from the beaches. The traveling art teachers help children make posters depicting rural hazards.

A teacher had an exhibit of safe and unsafe toys as a feature of her PTA meeting.

We had the drinking water of the rural schools tested by the state board of health. We used a Western Electric phono-audiometer and tested the hearing of every child above grade two.

Safety is popular among our rural-school children.

upward and is used ordinarily as a playground. Here the committee erects bleachers, borrowed and rented from the local armory and churches in the vicinity, making space for almost 2,000 seats, but wait — on each side, cars are parked in huge semicircles facing the stage. By allowing a driveway between each ring, the rise in the ground is sufficient to enable the person in each succeeding row of cars to see quite satisfactorily.

The stages are one of our proudest developments. We found that a completely portable platform large enough to serve our purpose would be too expensive to construct. Casting about for an alternative, we discovered that one of our sections of borrowed bleachers erected in a wholly unorthodox manner, gave us the superstructure of a two-level central stage 40 by 20 ft., with one level 3 ft. high and the other approximately 5 ft., and two auxiliary stages 20 by 20 ft., both 3 ft. high. This was accomplished by using the "A" frames as uprights, the stringers as joists and the various other pieces as diagonal braces. About 90 ft. of ordinary bleachers furnished more than enough supports for our purpose. A friendly lumber company co-operates annually by lending a sufficient quantity of 20 ft., 2 by 12-in. boards to cover the area left bare after the regular bleacher-seat planks have been used.

Since the acting area is quite large and the possibility of a front curtain almost impossible, the three-stage principle works very well. The action of the episodes is divided among them. Large spectacles and tableaux are presented in the center, and the smaller more intimate bits on the smaller stages. By alternating the action among the three areas and introducing processions and parades on the ground area in front of all three, the continuity is unbroken.

Effective Light and Sound Effects

The regular night-football reflectors are used to illuminate the stages and provide "house lights" for the audience during intermissions and at the end of the per-

Appleton Co-operative Graduation

T. A. Blank¹

With the first semester just passed, our seniors of Appleton High School are already worrying about their commencement program. And well they might, for they will be the fourth class to devise and present a vitalized pageant instead of the regular formal "speaker type" of commencement held almost everywhere.

It has been three years since Appleton has had a valedictorian. That honorary post seems to have vanished with the "speaker." Curious as this may seem, perhaps it is still more curious that no one — students, alumni, or parents and patrons — has missed this celebrity!

Formerly the candidate for the honored distinction delved into the history and culture of the past or peered apprehensively into the political and social muddles of the future to prepare his speech. Now the class of 1939, almost one hundred strong, is combining its talents, mental and manual, in the fourth edition of Appleton Co-operative Valedictory! Everyone can and must contribute something. It is a big job for over a hundred willing students, thirty anxious teachers, six bus drivers, and two harried janitors.

Besides graduating the senior class, a number of other honors are dispensed on this occasion. The elementary graduates and the junior-high-school graduates are presented for their diplomas in more or less conventional style at some time during the festivities. These classes swell the number of candidates to between four and five

hundred. When you realize that a proud mother and father and several friends and relatives will be in attendance for almost every person in this group, you can appreciate the problem that faces the seniors on the seating committee. Two years ago 2,600 persons, from five counties, watched the pageant. Last year there were more than 3,000.

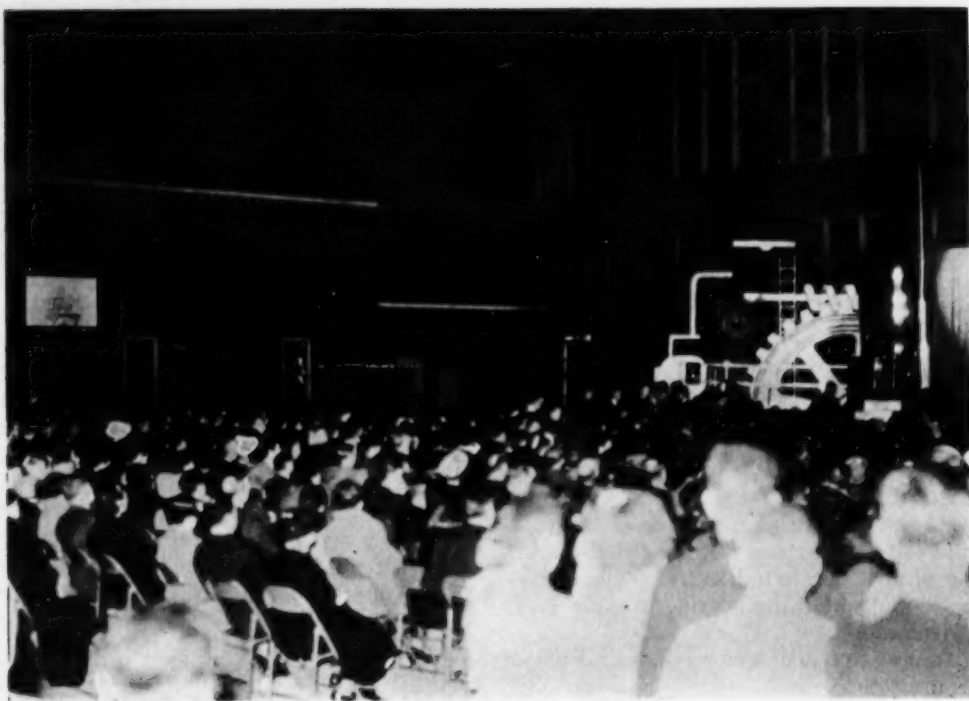
Creating an Outdoor Theater

To accommodate such a crowd the concrete tennis courts directly east of the school are converted into a vast outdoor theater. The grade-school building to the north and the bus garage to the south shelter the playing area and a large part of the audience seated on folding chairs. Beyond the courts the terrain slopes gently



A candid snapshot of the stage with the graduates who are to receive their certificates.

¹Director of Extracurricular Activities in the Appleton High School, Appleton, Minn.



A portion of the huge crowd which each year enjoys and applauds the program.

formance. Since each reflector can accommodate a 1500-watt lamp, it isn't necessary to install very many. So far, we have used one reflector on each stage, two on the orchestra section in front, and two for house lights, all of them controlled from a point backstage.

Special sound amplification has added a great deal to previous presentations. Since most of the dialog has been handled by several narrators, it is quite imperative that the audience hear distinctly the spoken parts of the pageant. Here again part of our regular school equipment is brought to our assistance. The 16-mm. sound projector used in the visual-education department has a crystal microphone and phonograph record player. This equipment is more than adequate for our purpose.

Two years ago the class of '37 selected as its theme "Twelve Short Years." During the course of their pageant the students dramatized the various incidents that had occurred during the twelve years that they had just completed in quest of their elementary- and high-school diplomas. By including personal and public events of their class, of the school, of the city, of the state, and of the nation in chronological order, the script was intriguing to everyone that heard it.

In 1938, "Americans All," a patriotic treatment of the early history of this region, was presented. The theme of this pageant was developed by showing the parts played by the various nationality groups that settled this region, and was climaxed by showing the number of nationalities represented in the graduating class.

As we have said before, this year our seniors are worried. The theme must be

selected early. It must be a good theme — something that will not be monotonous after three or four months of work, something that will be educational and interesting to several thousand auditors, a theme that will lend itself to colorful costumes and scenery, to fine music and acting, and most important, a theme that will do justice to the A. H. S. Class of 1939!

Cost is Low

As a final word, this type of commencement is not expensive. No more money has been spent on the graduating exercises of the last classes than any of the others that preceded them. The scenery is large but construction of many old pieces that have accumulated through the years, and a few new ones that are made of scrap lumber or third-grade pine, nine-cents worth of muslin, sizing and ordinary powder paint that is fortified with a generous amount of glue.

There is a favorite question in Appleton which everyone asks the seniors, the teachers, and almost everyone else connected with the event: "What are you going to do if it rains?"

There is only one thing that we do in a situation like that — we let it rain. It has rained on both of the dates of our previous presentations, but just enough to settle the dust and blow away the mosquitoes. Possibly it will rain enough on our next attempt to force us to postpone our pageant. If it does, we shall do precisely what we planned to do last year or the year before; simply postpone it from Thursday to Friday, again to Saturday or again to Sunday. Four chances are enough, we believe, to strike a pleasant evening.

As people frequently say, "It's a lot of work," but we believe it is worth it.

A SUMMER RECREATIONAL PROGRAM

W. E. McCleery¹

A recreational program which was designed to meet the needs and interests of all has been in operation in Marengo since its beginning in the summer of 1936. The board of education sponsored a softball league for adults residing within the district. During the summer of 1936, there were 14 teams made up of 234 players representing every section of the district. In 1937 there were 16 teams consisting of 281 players and in 1938 there were 15 teams made up of 270 players. Five hundred to one thousand spectators was the average attendance per night at these games.

Finance by the Schools

Perhaps the uniqueness of this program is that the entire expense was financed by the board of education from tax money collected by the county collector. All balls, bats, masks, bases, pitcher's plates, home plates, the expense of lights, and incidentals were paid for in this manner. The only expense to the participants was the five-cent fee which was used to defray the expense of umpires. All spectators were admitted without charge and no one was asked to make a voluntary contribution. Since each team played every other team once, approximately eight weeks was consumed in completing the schedule, enabling a winner, according to games won and lost, to be declared. A single elimination tournament was held after the regular scheduled games were concluded. During the three years of the operation of the recreational program, the same team never twice won either the championship based on games won and lost or the tournament.

Community Values Proved

The board of education at Marengo is definitely committed to the continuance of the summer recreational program because of the inherent values in it. First, such a program provides clean, wholesome entertainment and worth-while activity for the participants. The spectators can watch their acquaintances and friends competing in a sport which most people can understand and enjoy. Secondly, the activity is inexpensive to the participants, the spectators, and to the high-school district. The players pay five cents for each game played, the spectators are charged no admission, and the total cost to the high-school district for lights, and incidentals was approximately \$275 for the summer recreational program. Certainly most people would believe the expenditure to be nominal.

Again, this program has been instrumental in bringing the city and rural elements in the population closer together — a problem which involves any school serving a small city and a large rural area. Most observers notice a distinct improvement in the matter of welding the city and rural interests together. Also this program has been more conducive toward promoting a better community spirit. When a doctor, a druggist, a few clerks, and a laborer or two compose a team that competes against a group of farmers and farm boys, a better understanding of each other, a more friendly attitude, and a closer personal acquaintanceship is the result between all concerned.

¹Principal, Marengo Community High School, Marengo, Ill.

Rating Teachers While in Service

Lillian Shuster¹

Can teachers take criticism? Will rating while in service improve methods? Will an awareness of comparison with fellow workers increase efficiency or will it prove detrimental? Will rating by principals and supervisors produce an undesirable amount of self-criticism and evaluation, or will it merely put one on the alert? Will a feeling of restraint between teachers and the principal result from comparing one teacher with others on a staff? Will teachers try to correct their weaknesses as shown by rating chart results?

Answers to these questions would probably show a variety of opinions. Some of the opinions would be based upon experience and others would only be guesses. Surely no answer would be the one and only answer, nor would one answer apply to all teachers or to all situations.

However, it seems logical that teachers, just as other human beings, can take criticism if tactfully applied and professionally administered. It goes without saying, that teachers like other mortals resent criticism that is unfounded or destructive.

Whether ratings are made formally or only mentally, they no doubt are being made frequently wherever people work together. Such ratings are made every day in schools, both by supervisors and by those on the same professional level. So why not set up some common measuring stick that is accessible to all and measure successes and failures openly and above-board? Why not let teachers know how they stand professionally with principals who recommend them, or not, for reelection?

A teacher needs a certain degree of self-assurance and self-reliance, but most individuals do not feel *fully* prepared and equipped along all lines of activity. Most thoughtful individuals realize that it is difficult to see their own peculiarities, to sense the impressions they create, and to notice methods that have become habitual. Nor can many individuals have experiences broad enough for comparing themselves with others in the same group or similar groups, just as one cannot stand in the doorway of a big building and see the building.

After realizing these facts and considering her probable shortcomings, a teacher will appreciate a private written evaluation and a comparison with other fellow teachers. A sincere desire to improve professionally will overbalance any petty restraint or false pride. Knowledge that work which is well done is recognized and appreciated will give the necessary drive to make all phases of work commendable and satisfactory. A principal who magnifies a teacher's best points and offers sympathetic

suggestions concerning weaker points is a friend as well as a principal.

Are principals consistent in their ratings of various individuals if no set method of rating is used? Would not a standard scale for a certain organization for rating its personnel be better than no scale, even though the one used might not be entirely valid or comprehensive? When no standard scale is used, ratings may be entirely personal, may be based upon snap judgment or upon narrow experiences with the person rated, or upon one or two phases of activity.

Believing that real teachers will be interested in improvement and growth in service, all teachers in the Ponca City, Okla., school system are rated each year by their principals and by the superintendent. Each teacher receives a copy of his or her rating sheet and afterwards may sit in conference with either the principal or the superintendent or both for further explanation or suggestions.

Below is an outline of the personnel report for the current school year for the Ponca City schools. This report contains fifty-four items under eleven headings. The report shows that instructional skill and efficiency are considered both from the teacher's angle and with respect to pupil progress. Organization of work, the mechanics of executing plans, personality, professional mindedness, pupil and community relationships, care of equipment, and quality of discipline maintained are among the factors covered in the report. The rating range descends from unusual to above average, to average, to below average, to poor.

The present form of the rating report is the result of the combined suggestions of C. P. Howell, the superintendent of the Ponca City schools, of the principals, and of W. W. Isle, former superintendent. It has been added to and subtracted from over a period of ten years. Although this report is not scientifically complete, is not objective, and permits of some error, it is serving satisfactorily as a measuring stick for rating teachers while in service in the Ponca City schools. Improvement while on the job has been evident, according to the opinions of the school administrators and teachers. Isn't it logical to conclude that such ratings do act as an incentive to better service?

PONCA CITY SCHOOLS: PERSONNEL REPORT

Name.....
Date..... Grade or Subject... Building.....

I. Instructional Skill Revealed¹

1. In setting up aims and objectives.

¹Six columns are provided in the blank for recording findings. These are: (1) Unusual, (2) Above Average, (3) Average, (4) Below Average, (5) Poor, (6) No Judgment.

2. In creating "Learning Situations."
3. In variety of teaching methods used.
4. In individuality and originality.
5. In determining pupil's background of knowledge.
6. In ability to sense relative values.
7. In keeping within range of pupil comprehension.
8. In provision for pupil expression.
9. In correlating with other experiences.
10. In using supplementary materials.
11. In diagnosing pupil difficulties.
12. In devising and applying remedial measures.
13. In skillfulness of questioning.
14. In definiteness of teaching.
15. In providing for individual differences.
16. In testing for or recognition of, results.
17. In making assignments.
18. In uniformity of daily requirements.
19. In teaching how to study.
20. In attention to fundamental processes.

II. Instructional Efficiency Measured by Pupil Progress

1. As shown by interest in subject matter.
2. In extent of pupil participation.
3. In development of independent habits of work.
4. In development of desirable citizenship traits.

III. Organization of Work — Extent to Which

1. Plans are made regularly.
2. Plans are completely formulated.
3. Plans are actually followed.
4. Courses of study or outlines, are followed.

IV. Mechanics of Day's Work

1. Promptness and accuracy in records and reports.
 2. Promptness on the job.
 3. Attention to routine tasks.
 4. Attention to special assignments.
- ### V. General Quality of Teacher's Activity
1. Voice — pleasingness and distinctness.
 2. Use of good English.
 3. Personality and enthusiasm in teaching.
 4. Ability to stimulate or inspire pupils.
 5. Neatness and orderliness of work.
 6. Mental and emotional poise — evenness of temperament.

VI. Attention to Health of Child

1. Development of desirable health habits.
2. Attention to light, ventilation, etc.
3. Vigilance in "spotting" disease symptoms.

VII. Professional Mindedness as Evidenced By

1. Extent to which teacher is a student of her job.
 2. Understanding of school's relation to present social trends and problems.
 3. Familiarity with present movements and problems within the profession.
- ### VIII. Community and Home Relationships
1. Affiliation with community organizations.
 2. Contact through home visitation, and similar means.

3. Mindfulness of one's position as a teacher.
4. Extent to which understanding and respect are developed out of parent-pupil-teacher problems.

IX. Other School Relationships

1. Interest in the general life of the school.
2. Relations with teachers within one's own group.
3. Relations with teachers of other buildings.

X. Care of School Property, Economy in Use of Supplies, Light, etc.

XI. Quality of Classroom Order Maintained

Signs of Improvement or Retrogression: Mark with a blue check those items in this report in which the teacher is showing noticeable improvement, with a red check those in which noticeable retrograding tendency is shown.

Signature.....

Position.....

Additional Remarks or Suggestions

¹Teacher, Ponca City, Okla.

Unique Characteristics of Small School Buildings

Earl T. Platt¹

I. The Place and Importance of the Small School

The small school is admitted to be of vital importance to the American educational system. It may still be a problem school for the same reason that we have the problem child—shameful neglect or ignorance on the part of those responsible. But no longer can its problems be shunted off as unworthy of consideration, a sort of Cinderella stepsister of the eminently respectable large school; a makeshift to be endured until it can be supplanted by a considerably larger and better system. With the help of her godmother, Cinderella established her personality and achieved proper recognition. So with the small school. In spite of its modesty and poverty a few educators have recognized its true worth and have begun a sympathetic but scientific program to secure for it recognition among their friends—to help it achieve desirable characteristics of individual success. Today it has attained an acknowledged place in the educational setup, and as such commands earnest consideration.

A few years ago, had the problems of the small school been placed before a group, the inevitable question would have been, "How can one best and most quickly eliminate the small school?" Speakers would have quoted from educational authorities who have maintained that in order to have a satisfactory high school, the enrollment must reach a minimum of 200² and that for a satisfactory elementary school the minimum enrollment must be somewhere between 240 and 300.³ Yesterday there would have been but one answer—*consolidation*. Today, it may be said: "Not all small schools *can* be eliminated, nor is it desirable that they should be."

These small schools, which serve approximately 50 per cent of the population,⁴ and a somewhat larger per cent of the children of school age, represent an investment of millions of dollars in buildings and equipment, to which will be added many more millions in the next few decades. Even if it were possible, it would be ridiculous to consign this wealth to the

"scrap heap" without first really investigating the small school to see if it could not be improved educationally.

In 1933-34 there were in this country 16,362 high schools with an enrollment of from 10 to 199 pupils. Of this number 10,768 reported an enrollment of from 10 to 99.⁵ As there were in 1934 approximately 23,200 high schools in the United States, and as conditions have changed but slightly since then, it may be seen that over two thirds of the high schools are small and that almost one half of them are very small. Similar and even more striking figures can be given for the elementary school. Thousands of the small high-school units are housed in the same building or on the same grounds with small elementary units. It is these combined units that concern us in this paper, since the administrator of the small school is most frequently confronted with the problems of such a school organization.

Even with all efforts of educators bent toward the elimination of the small school, it could not be achieved for several reasons that go beyond the financial impracticability of such elimination. First, there is the American tradition of an education for every child. To develop so-called satisfactory large schools (over 240 elementary pupils and over 200 high-school pupils) would mean that in sparsely settled areas thousands of grade-school pupils would be over 100 miles from school and, in addition, thousands of high-school pupils would be even greater distances away. Second, there is the generally unspoken, but always apparent determination of each small community to have and to keep its own school. Third, the problems of the breaking down of barriers to consolidation and the establishing of other legal agencies to force and to maintain consolidation are all but impossible of solution. Fourth, consolidation, the only method so far advanced for the elimination of the small school, has proved ineffectual in producing large schools in the majority of cases where it has been employed.^{6, 7}

In the face of these realities is there an educator who would deny the impracticability, yes, the impossibility, of eliminating the small school? But there

are those that advance the need for the improvement of the small school on much more significant grounds than its mere permanency. Until a decade and a half ago, virtually all the literature on the small school pointed out what were considered to be the inherent handicaps and disadvantages of the small school. Only in quite recent literature have educational leaders been stressing the possibilities and advantages of this school.

It is human nature that, when condemning a thing, one does not stop to waste time on improving it, but does all in his power to eliminate it. This has been the sad history of the small school. With the awakening, industrial and otherwise, in America, to the realization that bigness is not synonymous with quality, educators became aware of the fact that the small school would not only persist, but that it might have inherent in its very smallness, some qualities worthy of consideration—even emulation. With this thought in mind, certain educational researchers began to investigate the small school in an effort to make the most of its resources. As a result, authoritative literature is appearing rapidly and at an increasing pace. The authors of this material are to many people's surprise, singing the praises of the small school for additional and unsuspected advantages. Some authors are going so far as to say that there exist in the small school possibilities for instruction that have been, and are, lacking in the large school.

They are stating—some emphatically—that the small school is a necessary and very desirable unit of our educational system: that it is the most desirable school for bettering American life in rural and small communities.

II. The Need for Supplementary Building Standards for the Small School

The inadequacies of the small school have been so numerous and so apparent that it is hard to realize that research has already pointed the way to the possibility of eliminating, or greatly lessening, their effects. Until research had reached this stage, any special building standards for the small school would necessarily have been temporary. Only after the experimenters realized that many problems of the small school differed from those of the large school in more than degree, and that these problems must be solved in a manner consistent with the resources of the small school, did real help come to this school.

¹Dr. Platt is Assistant Director in Charge of Supervised Correspondence Study, at the University of Nebraska, Lincoln.

The present paper is an abstract of an address made before a discussion group at the American Association of School Administrators, at Cleveland, Ohio, March 1, 1939.

²Dawson, Howard A., *Satisfactory Local School Units*, Field Study No. 7 (Division of Surveys and School Studies, George Peabody College for Teachers, Nashville, Tenn., 1934), p. 30.

³*Ibid.*, p. 27. Cf. also *The Phi Delta Kappan*, April, 1937, p. 213, footnote 4.

⁴United States Office of Education Bulletin No. 2, *Biennial Survey of Education, 1930-1932*.

⁵United States Office of Education Bulletin No. 2, *Biennial Survey of Education, 1934-1936*, p. 26.

⁶Henzlik, F. E., "Modern Approaches to the Problems of the Small School," *The Phi Delta Kappan*, April, 1937, p. 215.

⁷Nothing said here opposes consolidation. The author is conscious of the tremendous improvement achieved for our schools through this medium. Where the hazards of travel and weather do not outweigh the advantages to be achieved, and where economic conditions justify, he would recommend consolidation as the first step toward the improvement of the small school.

Educators specializing in the small-school field today, frequently recommend novel administrative techniques, unusual and self-directed supervisory procedures, in some respects unique instructional vehicles and teaching methods. These practices⁹ must be considered in the construction of the small school building.

Present building standards¹⁰ have been developed for use in both large and small school buildings. They have served, and will continue to serve in the construction of the small school insofar as there is no significant difference in the housing demands of the small school. They are dealt with briefly in the Seventeenth Yearbook of the A.A.S.A. and more fully elsewhere.¹⁰

It is agreed that in planning any school building the educational program that is to function in it and the community services that it is to render must be carefully investigated. Therefore, in developing principles which can later be translated into building standards it is necessary to make a comprehensive investigation into the desirable activities of schools and community uses of school plants.

Community Activities

One of the results of the investigation recently carried on in regard to the small school has been the emphasis placed upon greater community use of the school building. Of course, this emphasis is due in part to the trend toward the extending of educational opportunities to the whole community rather than just to the children of school age. From a study¹¹ published in 1937 we have the following list of activities found to be actually carried on in school centers throughout the country:

Night Schools. Among these were mentioned schools for "foreigners" and for Negroes Americanization and English classes.

Lectures. These were variously reported under the auspices of Boards of Education, of High Schools, of Lyceums, Chautauquas, and State University Extension Divisions.

Entertainments. Concerts (including radio concerts), motion pictures, plays, operettas, pageants, festivals, school contests, were among the forms of entertainment reported.

Society Meetings. Meetings of Parent-Teacher Associations, Mother's Clubs, Home and School Associations, Community Clubs, and Leagues, Community Advancement Associations, Patrons' Day Association, School Improvement Association, School Welfare Association, Farm Bureaus, Farmers' Clubs, Farmers' Unions, Farmers' In-

⁹Some of these practices are the 6-6 school organization, alternation of classes, combination of classes, Supervised Correspondence Study, inter- and intraschool use of specialized teachers, etc.

¹⁰Engelhardt, N. S., *Standards for Junior High School Buildings* (New York: Teachers College, Columbia University, 1932).

Strayer, George D., and Engelhardt, N. S., *Standards for High School Buildings* (New York: Teachers College, Columbia University, 1924).

Strayer and Engelhardt, *Standards for Elementary School Buildings* (New York: Teachers College, Columbia University, 1933).

Holy, T. C., and Arnold, W. E., *Standards for the Evaluation of School Buildings* (Columbus, Ohio: Ohio State University, 1936).

¹¹Stoneman, Merle A., and Broady, Knute O., *Supplementary Standards for the Small Twelve-Grade School Building* (University of Nebraska, Lincoln, Nebr., 1939).

¹²Glueck, Eleanor Touroff, *The Community Use of Schools* (Baltimore, Md.: Williams & Wilkins Co., 1937), Chapter 5, pp. 108-34.

stitutes; Community Improvement Organizations, Churches, Young Men's Christian Associations, Young Women's Christian Associations, W.C.T.U.'s, Red Cross Community Service, Inc.; Patriotic Associations such as the American Legion; Chambers of Commerce, Boards of Trade, Taxpayers' Associations, Knights of Columbus, Odd Fellows, are among these frequently reported.

Civic Occasions. Open Forums for the discussion of public questions, debates and oratorical contests, public meetings of citizens for civic purposes.

Athletics. Basketball, volleyball, swimming, gymnasium classes were very frequently mentioned.

Clubs and Classes. Boy Scouts, Girl Scouts, Camp Fire Girls, Girl Reserves, Agriculture Clubs, such as cotton, poultry, corn- and fruit-canning clubs; classes of sewing, dressmaking, millinery, cooking, homemaking, lampshade making, basketry; classes in civics, parliamentary law, and similar groups have been reported.

Rooms Open for Quiet Games and Study. Checkers, chess, and other table games; reading rooms; and in a few instances, supervised study hours for children of school age, were specifically mentioned.

Dancing. Dances were reported both following social gatherings, and arranged as of themselves.

Social Occasions. Banquets, whist parties, spelling matches, box socials, pie socials, school parties, have been mentioned.

Co-operative Activities. Among these have been reported community sings, community orchestra, community nights, community days, and in one instance, a community skate; also interschool contests in spelling, debating, athletics, and intercenter contests of various kinds.

This list does not exhaust the possibilities for some communities, nor can every community find it advisable to utilize the school building for all these purposes. Possibly no one small community, unless unusually active and of more than average size, would be sponsoring more than one fourth of these activities and then many of them would very likely be housed in other buildings than the school.

In planning the school building for any small community the present and future possibilities of using the schoolhouse for any of the above enumerated community activities must be carefully investigated. Construction must make provision for the uses which appear probable and desirable.

The Elementary-School Program

The elementary offerings in the small school are quite similar to, and in many respects identical with, the curricular offerings of the large school. Also, the offerings in the small elementary school are often outlined through state laws and state courses of study. Disregarding the methods of presentation used, the instructional areas covered in the elementary school of a decade ago are virtually the same areas covered today, and most likely are the same areas that will be covered a decade or several decades hence.

We might add here the statement of one authority on this point.

There is, however, a comparatively well-defined list of subjects which are usually included in any elementary program of studies, and which, accordingly, must be provided for in building plans. Although lists vary slightly from state to state, the list for which Caswell determined time allotments which were adopted in the state of Alabama is representative. This list includes the following subjects: reading, arithmetic, language, writing, spelling, geography, history, civics, elementary science, art, music, health, and physical education.¹²

¹²Stoneman, Merle A., and Broady, Knute O., *Supplementary Standards for the Small Twelve-Grade School Building* (University of Nebraska, Lincoln, Nebr., 1939), p. 30.

The conclusion, then, is that the elementary offerings of the small school do not differ so significantly from those of the large school as to affect established building standards. There are, however, two factors in recent elementary practices which affect the planning of small buildings. The first factor is the pronounced change in method whereby emphasis is placed on activity procedure rather than on study-recitation. The second factor is new educational agencies.

It is obvious, without further consideration, that the first factor—the change of emphasis from study-recitation to activity program—must receive due consideration in the plans for elementary classrooms in the small school. The second factor—that of new educational agencies—includes trends toward the establishment of: (1) nursery education for children as young as three years of age; (2) all-day school programs, including food, rest, and play; (3) general health programs, both developmental and preventative; (4) provision for visual and auditory methods of instruction; (5) provision for art handicrafts and dramatics.

The first two of these trends have not as yet become a part of the small-school program. Small schools will not, in all probability, need to make provision for a permanent program which will recognize either trend. Where these agencies have operated they have usually been temporary and have been supported by outside funds, in most cases from the Works Progress Administration. There are indications, however, that the last three trends have been accepted by small elementary schools and will eventually become permanently a part of all school programs. They must, therefore, be considered in the plans for the small school building.

Before we leave the subject of the elementary school, it might be well to offer here still another conclusion, based on a survey of the literature and on observation, that insofar as building provisions are concerned, it is not a significant matter whether the elementary-school subjects which are taught are presented as separate subjects, or whether integration to a large or small degree is employed.¹³

The High-School Program

There is bountiful evidence that the curriculum of the small high school has been, and is today, largely academic and college preparatory. One does not care to condemn this curriculum, but educators recognize it as being wholly or partially inadequate for the great majority of students attending our small community high schools. There is, however, a commendable tendency toward a wider spread in high-school offerings. Quoting from *The Smaller Secondary Schools*, Bulletin, 1932, No. 17,

¹³Stoneman, Merle Arden, *Standards for the Small Twelve-Grade School Building*, Unpublished Doctor's Dissertation (University of Nebraska, Lincoln, Nebr., 1938), p. 41.

Monograph No. 6, at the Office of Education:

There is clearly evident in the smaller secondary schools the highly desirable tendency toward a better balanced curriculum providing opportunity for a wider range of developmental need of adolescents and meeting to a greater extent the varied abilities, aptitudes, and interests of the school population of the present-day secondary school. . . .

For what should be offered in the secondary curriculum of the small six-year school, we can turn to two authorities: F. T. Spaulding, of the Graduate School of Education of Harvard University and C. E. Partch, of the School of Education, Rutgers University. These two men are very close together in their recommendations.¹⁴ In only two respects do they markedly disagree. Partch makes guidance a separate subject, while Spaulding considers it a part of the social studies. In shopwork, Spaulding provides for five years, Partch for only one year. The difference in guidance may be more one of organizing it into the curriculum than of quality or time spent upon it. The possibilities are that the amount of shop training, above a minimum of one or two years, should be more or less a matter for each local school to decide after analyzing the objectives which it should serve in its own community.

Since the two sets of recommended offerings are in such close agreement, for our purposes here we need to consider only one set. Under present legal and economic conditions Spaulding would offer 6 years of English, with 5 required; 6 years of social studies, with 3 required; 6 years of science, with 3 required; 6 years of mathematics, with 2 required; 6 years of home economics, with 1 required; 5 years of manual arts, with 1 required; 5 years of business, with 1 required; 5 years of agriculture, with 1 required; 5 years of foreign language, with 1 required; 6 years of fine arts, with 1 year of appreciation required; music and expression, 5 years, with none required; physical training, 6 years required; extracurricular-activities participation, 6 years required.

It can be seen that, in comparison to the traditional offerings of the small school, what has been recommended here is a decided improvement. If a small school building can be made to care for this program — the type of elementary-school and community activities already mentioned — we must, I am sure, agree that at least one of the obstacles to a well-rounded school program in a small community will have been eliminated. An adequate building will have been provided.

However, there are many of us so interested in the pupils attending the small school that we cannot be satisfied with a

program that goes no further than the curriculums proposed by Spaulding and Partch. We are interested in seeing that every pupil has the opportunity to take, in addition to the necessary basic subjects, the other subject or subjects that fit his particular needs and abilities.

Instructional methods and devices have been introduced and perfected which now make this possible. The small high school can offer satisfactorily virtually any subject that can be classified as secondary in nature.

We cannot stop here to prove the merits of "supervised correspondence study" — the tool for making unlimited curriculum enrichment possible. We can only state that it is now being used in several states by hundreds of schools and thousands of pupils; that since its introduction in 1923, tens of thousands of high-school pupils have benefited through its services.

Supervised correspondence study makes it possible for the small high school with its restricted space and equipment and its limited teaching personnel to care for all curricular enrichments that may be desirable in the light of pupil needs and abilities and community demands and resources. To facilitate its administration and operation in the small school, certain building arrangements are necessary. These arrangements must be considered when principles for the construction of small school buildings are being formulated.

III. Three Principles of School-Building Construction of Special Application to the Small School

Only one comprehensive study seems to have been completed which has satisfactorily dealt with all of the foregoing major considerations as well as many others, minor in nature. The author of this study¹⁵ establishes three principles of school-building construction which he concludes are the bases for all supplementary building standards needed for the small school. These three principles are: (1) the principle of flexibility; (2) the principle of multiple supervision; (3) the principle of multiple space use.

In the construction of many small school buildings now in use, some recognition of one or more of these principles is to be found. Only in Stoneman's work, however, has there been shown the close interrelationship of these three principles. Also, his is the only study that has produced a set of supplementary building standards for the small composite school which will insure for that school maximum effectiveness in operation.

The Principle of Flexibility

The meaning of the "principle of flexibility" is evident when it is called to mind

that flexibility in a school building is achieved when construction is so planned as to permit adjustment to space needs, not only at some definite future time, but at any time and without undue and expensive changes. Under this principle there are two factors so different in their application that they must be considered separately. There must be: (1) divisions to permit changes in space provisions at any time; (2) construction plans to make possible future additions to the building or to make changes of partitions possible.

Divisions to Permit Changes in Space Provisions. In the small school, space must be efficiently utilized. Therefore, larger or smaller rooms than are available are frequently needed. When these can be provided without actually building additional rooms, a real economy is realized. There seems to be no reason why one or more classrooms may not be utilized to advantage for an auditorium. Two classrooms of the same size, when combined, provide more than double the seating capacity of a single room. A device which provides for such combination may solve the auditorium problem in many small communities. Such needs for combining space are numerous.

Then again such common circumstances as changes in enrollment and subject offerings may make desirable the division of a classroom space into two rooms. The need of such a change may come daily, or as infrequently as once a semester.

Construction Plans to Make Possible Future Additions and Partition Changes. The small school building must be so planned that construction of possible future additions or changes in partitions can be readily made. When an increase in enrollment occurs in a large community, calling for enlarged school accommodations, this can be achieved by erecting a new school building or by adding a whole wing to a building already erected. It is obvious that an over-crowded condition in the small school cannot be remedied in the same way. Growth may demand but one additional elementary classroom and two additional high-school rooms, or just the opposite. Such types of enlargement may call for change in space utilization. Unless the original building has been carefully planned, the cost of making the necessary changes in space utilization will be prohibitive and result in much permanent confusion in the later operation of the school.

The appearance of the enlarged building is another matter that must be carefully considered in planning for possible future building expansion.

Decreasing enrollment is becoming more and more significant as many small communities are faced with the problem of decreasing population. This relatively new problem has been little recognized in

¹⁴Spaulding, F. T., "Can the Small High School Improve Its Curriculum?" *School Review*, XXXIX, June, 1931, pp. 423-38.

Hatcher, O. Latham, *Guiding Rural Boys and Girls* (McGraw-Hill Book Co., New York, 1930), pp. 103, 104.

¹⁵Stoneman, Merle Arden, *Standards for the Small Twelve-Grade School Building*, Unpublished Doctor's Dissertation (University of Nebraska, Lincoln, Nebr., 1938).

Mrs. Owens: Reformer

C. O. Richardson¹

Superintendent Thompson had a caller in his office: Mrs. Owens, president of the local W.C.T.U.

"Mr. Thompson, I counted five boys at the depot last evening, all smoking cigarettes."

"Who were they?" asked the superintendent, scenting trouble.

"Now, Mr. Thompson, I don't want to be a tattletale, but I really think something should be —"

"Then I'll name them for you," interrupted the superintendent. "Weren't they Hugh Lynn, Robert Bruce, Evan Burt, Fred Humphries, and James Cochran?"

"Then you know they smoke?"

"Certainly. Their grades show it, their breath tells it, their fingers indicate it."

"Why don't you stop them?"

"How?" asked Mr. Thompson quietly.

"Why — by — by —" Mrs. Owens smiled foolishly.

"You know these boys, Mrs. Owens, and you have known their folks for years. Every one of their fathers uses tobacco. Do you think I could stop a boy from smoking cigarettes when every day of his life he's seen his father use them? I'm willing to help in any reasonable matter, but please don't expect the impossible."

"Can't you tell them the harm it does?"

"Yes. I could and I have. The words go in one ear and out the other."

"But it's your duty to make them listen," said the old lady.

"Why is it my duty? I am hired by the school board; all six members use tobacco in some form. Not a word was said when they hired me about telling anyone not to smoke. That school board was elected by the voters of this district, and 99 per cent of the men in it smoke. Why should I make myself ridiculous by censuring something which the fathers, the school board, and the community sanction?"

"But it's not right; it's injurious to their health," insisted Mrs. Owens.

"I'll not argue that point with you, Mrs. Owens. The fact has been demonstrated often enough. The way to bring about any change is to create a desire for better conditions. First must come the ideals. We teachers try to instill right ideals in the minds of our students. I do not know what plan you had in mind; perhaps no plan but an ardent desire, but if there is —"

"You should lecture them every day on the evils of smoking."

Patience is one of the virtues of a good superintendent, and Mr. Thompson was a good superintendent.

"Now, Mrs. Owens, I'm certain that we are together in principle but differ in

method. Let me assure you that I, and that all of my teachers, are doing our best. Don't you think that we are in closer touch with conditions and know better how to proceed?"

"You haven't got results. More young people smoke today than when I was young." Then as if prompted by something which she had forgotten, Mrs. Owens leaned toward the superintendent, the light of battle in her eye.

"Mr. Thompson, do you smoke cigarettes?"

"Isn't that rather a personal question, Mrs. Owens?" asked Thompson with a smile.

"I don't think it is. We women who have helped uplift this community have a right to know."

Thompson thought of One-Eyed Pete's pool hall which had run unchallenged by the women for fifteen years, and of other conditions badly in need of "uplifting," but he dared not say what he thought. However, a streak of defiance prompted him to avoid answering this personal question.

"Mrs. Owens, you are a mighty fine woman and have done many helpful things for this community; but whether I smoke or not is no concern of anyone but myself. Now, if there is anything in which I can help you this morning, I am your willing servant; if not, I must be about my work. I have a class now."

"The idea! Such impudence! I never heard anything like it in my life! I know you smoke. If you didn't, you wouldn't be afraid to say so. Oh, you'll suffer for this, young man! I'm going straight to the school board!"

* * *

She stormed out of the office, but instead of seeing any of the board members she went first to her minister and poured out her tale. When she was through, the minister had something to say which would have interested Mr. Thompson.

"We need men on the board who are uplifters and who will hire superintendents like them," he said. "It seems to me that Mr. Gandy should be a member of our school board. He teaches a Sunday-school class — Mr. Thompson never comes to Sunday school — and he neither smokes nor uses intoxicating liquors and is a God-fearing man."

"He's just the man for the place," agreed Mrs. Owens. "We must work for him."

They worked.

So it was not long before Mr. Thompson heard that a faction was out to "get" him. He talked the situation over with Miss Bell.

"It's all on account of what I consider a personal question," he said. "Under ordi-

nary circumstances I wouldn't resent being asked if I smoke. As a fact, I've never touched tobacco since I was fourteen and got sick from trying my father's pipe; but I don't like to be cross-examined by an impertinent unliker."

"Rev. Mr. Brown is against you because you don't teach a Sunday-school class," added Miss Bell.

"Well, I suppose that's part of the game," said the superintendent. "I'm going to quietly look for another job. Four years in one place seems too much."

It was well that he did look early, for with two board members against him, a third one suddenly developed opposition. It came through Glenn Peterson, son of the secretary of the board. Glenn never could get his lessons. The high-school teachers tried desperately to help him, but there was little they could do. Glenn liked to run tractors and drive trucks, but with books and abstract ideas he was a failure. For the teachers to give him passing grades would have been unjust to those who earned their credits.

When his report card carried the news to his parents, they were indignant. "If you would just help Glenn a little more," complained Mrs. Peterson. "I've never been through high school and I can't help him and his father doesn't have the time. Everything is so different from the grades. He did good work there. Be patient with him."

"We are doing all we can to help him help himself," declared Mr. Thompson. But when Glenn failed to pass two of his three subjects — he had been allowed to drop the fourth as a last resort — at the end of the first semester, Secretary Peterson decided that it was the teachers' fault. "We'll get some teachers who will help the students," he said. "All they do up there is set around or play."

* * *

He was still of this opinion when the board held its March meeting, the time when they elected teachers for the coming year. Mr. Thompson as usual sat through the regular routine of passing bills and discussing general problems; but when all the old business was completed he arose.

"Gentlemen," he said, "I will now inform you that I am not a candidate for this position for next year. I have been elected to head the Bancroft schools. I desire to thank you for your co-operation in the past. If I enjoyed boasting, I could call your attention to a number of things accomplished here which I feel are highly constructive. But I will allow my work to speak for itself; and I trust you will secure a man who will be satisfactory to your joint and several wishes." But the satire of his wish was lost on them. The remainder of the year passed quietly, held up to the efficient standards of the past. It was not until several years later when Mr. Thompson filled the superintendency of a large city school system that the Auburn people began to say, as usual, "He once taught here."

¹Superintendent of Schools, Vesta, Nebr.

Neglected Areas of School Administration

Ivan H. Linder¹

We hear a great deal about democracy in school administration. Sometimes one is led to wonder whether the concept as usually applied is primarily a matter of keeping the separate parts of the school machinery running smoothly or a frame of values promoting extensive sharing of responsibilities. The various individuals of a school's personnel may be kept working together by rules and regulations or by proper channeling of lines of authority but often with something less than complete enlistment of the individuals concerned. On the other hand, they may be brought into proper working relationship more naturally through purposes widely shared in the larger function of the school.

When democracy is considered as a form, we have emphasis on the relation of those in authority to those subordinate or on the avoidance of friction within the group. When democracy is considered as a procedure for working together on shared purposes, the sole test of progress becomes, as Bode says, "the constant extension of the area of agreement." When this area of agreement has been adequately extended, responsibilities become clear cut and working relationships shift into their natural positions. Any application of the concept of democracy, beyond a mere effort to prevent friction, must enlist the intelligence and concern of the majority of the teachers in furthering the wider program of the school. This enlistment must cover agreement on essential purposes, defining individual and group responsibilities as well as the enlarging and sharpening of the concern of teachers as individuals. The working program of the school may break down around any one or more of these factors of faculty support. The concept of democracy spread beyond the confines of the school's routine reduces to the simple principle that people carry out best the plans and policies they have had a part in shaping.

I. The Problem in Palo Alto

We have had the feeling for a long time that, in our school, there were thought resources and intimate and valuable individual points of view not sufficiently used in the administration of the general school program. We realized that we had not adequately kept in touch with the individual reactions of the faculty members to the program under which we were all working. We frequently encountered misinformation among our teachers as to what we were actually doing, but more often we were surprised at very helpful suggestions coming to us more or less in-

cidental to the day's work. Sometimes the value of these suggestions was lost because they arose under tension of a state of mind characterized by individual complaints or they were given only in the form of generalities. Most complaints are not accompanied by constructive suggestions, and almost all generalities are worthless to aid the school program unless there is a certain amount of probing to get at the essential nature of the suggestion.

And so in Palo Alto Senior High School we recently undertook a specific survey of individual faculty reactions to selected items of our present school program. Knowing the weaknesses of the questionnaire we decided to combine it with the personal interview. The questionnaire alone may gather only superficial reactions when these are unexplained and so fail to reveal the essential thought of the person answering. Interviews on general matters often seem unsatisfactory since suggestions are scattered and frequently fail to represent the studied viewpoint of the person giving them.

To form the basis of this survey, we selected twenty-five questions each bearing on some phase of the school program recognized as important and in need of more or less specific alteration. Some of these questions were general, with widespread implications for the school as a whole, while others were more definite but of less general importance. Each question touched on a school problem or a service with which the teachers were quite intimately concerned and on which all should have more or less definite personal ideas of needed improvement. Each teacher was scheduled for an extensive interview. Two or three days in advance of the interview, the questionnaire reproduced below was given to each teacher with the instructions to indicate his personal reaction to each item. Each was asked not to discuss the items with other teachers for the time. It was thought best to gather individual and very personal reactions at first and leave the matter of discussion until each had searched his own mind. These interviews lasted from forty minutes to over two hours, depending on the number of items on which the individual had suggestions to offer and depending further on the amount of exchange of opinion necessary to get at unique points of view. During these interviews full notes were taken, and every suggestion was listed irrespective of its evident merit so as to avoid the impression of any arbitrary sorting.

II. The Inquiry

The following is a reproduction of the questionnaire used as the basis for these interviews:

SURVEY OF REACTIONS TO THE PRESENT SCHOOL PROGRAM

(for individual faculty interviews)

Scoring code:

1. This is working in a highly satisfactory manner now.
2. Probably now operating as well as we can expect.
3. Our present practices need more or less specific alteration.
4. Present practices are failing—should be drastically altered.
5. I feel insufficiently informed to give a definite reaction.

Indicate your reaction to each topic below by placing the appropriate number in the space before the item.

- 1. Is there sufficient co-operation between counselors and teachers on special student cases?
- 2. Do we offer sufficient variety of courses as far as your department is concerned?
- 3. Are our standards of student achievement as satisfactory as we have a right to expect?
- 4. Is the present hygiene-course requirement satisfactory?
- 5. Do we provide sufficient teaching materials?
- 6. Are our community relationships satisfactory?
- 7. Should we have different types of faculty meetings?
- 8. Is our cafeteria service satisfactory?
- 9. Is our general discipline about the school effective?
- 10. Is the classroom conduct about the school conducive to good work?
- 11. Should we improve the cafeteria and hall conduct of students?
- 12. Are you satisfied with our general attendance accounting?
- 13. Are there too many infringements on teaching time?
- 14. Has the senior-privilege-card plan proved effective?
- 15. Do you have suggestions on the present quarterly report cards?
- 16. How do you feel about the manner in which the commissioners conduct their jobs?
- 17. How do you feel about recent student conduct at assemblies?
- 18. How do you feel about the suitability of our assembly programs?
- 19. Is our student court fulfilling its purpose?
- 20. How do you feel about the propriety and tone of the Campanile?
- 21. The quality of our school literary magazine—*The Lit*?
- 22. Is there sufficient auto traffic safety on the grounds?
- 23. Might we improve our school-club program?
- 24. Should our eligibility be tightened up and spread to other activities besides athletics?
- 25. Is our student social program satisfactory?

III. The Results Tabulated

The results of these interviews were consolidated into a 32-page booklet and a copy placed in the hands of each teacher and official of the school. The following problem was chosen to be reproduced here not only because it illustrates the type of report on all items of the survey but also

¹Principal of the Palo Alto Senior High School, Palo Alto, Calif.

because the problem itself is more or less common to all high schools.

3. Are our standards of student achievement as high as we have a right to expect?

a) Summary of Teachers' Reactions:

10 per cent believe this is working satisfactorily

40 per cent believe this is working as well as we may expect

37.5 per cent favored or made specific suggestions

5 per cent thought this would be drastically altered

7.5 per cent felt insufficiently informed

b) Further Analysis by Individual Teachers:

1. We need to gradually "tighten up" achievement standards.

2. Our better students are neglected under pressure to do well by the poor ones.

3. We should do more to further scholarship among the capable students now able to "get by" easily.

4. Our A and B grades do not mean enough; they are too easily earned.

5. A few irresponsible students never achieve except under pressure; this pressure is not adequate now.

6. We scatter the energies of many good students; music practice furnishes a good illustration of this.

7. Standards of high-school work seem to be gradually lowering all over the country due in part to the increased tempo of modern life.

8. Our community being an educational center, would welcome higher standards of student achievement.

c) Specific Suggestions from Teachers:

1. We should segregate the college-preparatory students from the others to the benefit of both groups.

2. The entire faculty should discuss ways and means of gradually raising standards of student achievement.

3. We should have each teacher define her subject in terms of expected achievement for grades A, B, C, etc.

4. We should make students conscious of these definitions by posting them on primer-typed bulletins in each room.

5. We need contracts definitely stated or specifically implied covering the upper reaches of our achievement.

6. We need to make more frequent use of the daily quiz. We now rely too much on quarter and semester examinations in imitation of the university. Adolescents are not mature enough to react favorably to such distant motivation.

7. We have too many poor students taking six subjects or attempting combinations of subjects beyond their ability.

8. We should not schedule students to study period when they have no clearly understood assignment on which to work.

d) The Principal's Comment

High schools are not primarily scholarship institutions; they must also serve as finding schools. However it is undoubtedly true that we do not expect enough of the capable student in our attempts to make the work intelligible to the less able. Differentiation is much needed though it should not be on the basis of the intelligence test, no longer regarded as more than one indication of ability. Differentiation or ability grouping is made difficult in our community due to the relatively small size of the school and the extreme sensitivity of our people to distinctions appearing in any way arbitrary. We should raise requirements for the able students not only with reference to mastery of learning materials but also with regard to creative and constructive activities. This seems to be the consensus of opinion among teachers, parents, and our graduates now in higher institutions of learning or on jobs.

IV. More Than a Technique Needed

This procedure has many possibilities in the modern school, but it cannot be widely

EDUCATION AND DEMOCRACY

1. Education is a process in which through schools we, as teachers, assist the youth of this country to know, appreciate and control the fundamentals of life. We look upon education as an intellectual process. We believe in activity which follows thought. We hope by education to produce loyal citizens who love their country, who are of good character, who adhere to standards of correct living and who will know not only the present but the past because they have learned to respect tradition.

2. Democracy, as worked out in our country, is expressive of what the majority favor. It is representative government and not a type of anarchistic, materialistic socialism which we favor. We believe with the founders of our country that our Constitution is admirable not only in its features but also in the method it provides for change through the orderly process of law. We believe in law and not in revolution as does the Communist. — "The Educational Signpost."

applied merely as a technique. Unless there is adequate preparation to develop an undercurrent of feeling that suggestions are really wanted, that a fair evaluation of them will be made and particularly that there is the sincere intent to do something with them, any temporary ardor aroused will quickly cool and indifference or fatalism replace it. The application of the procedure in a wholesale manner without adequate follow-up would soon defeat the purpose and relegate it to the limbo of other exploded enthusiasms.

Moreover the plan should be sparingly used at the beginning for the reason that it will quite naturally lead to "plowing up more ground than can be successfully cultivated" unless a great deal of effort may be spent in carrying out proposals. Start with the use of the plan in a small way, follow carefully the suggestions made and, as small increments of progress indicate the possibilities, wider application will be enthusiastically received. It was found in the world war that small advances greatly improved the morale of the forces, whereas defeats broke down the spirit of the men. The same principle will apply to the use of this self-survey technique in the high school. Some teachers at first will be mildly skeptical of the procedure and others will openly question the value for the time and energy expended. The only safe advice is to start slowly, spend a great deal of time in the "warming-up" process and be genuinely solicitous for bringing about small changes which will result in the extension of the program in a manner to generate its own enthusiasm and spread its enlistment of the entire faculty.

One may easily misjudge the value of the plan if it is considered entirely on the merits of the suggestions brought out and applied. Such literal inventory of suggestions may cause one to overlook the widespread implications of the plan for faculty growth. Unless the procedure and the resulting improvements following its protracted application, tend to provide a sort of laboratory culture for the growth

of group thinking out of which increasingly enriched suggestions naturally follow, its value will be lost because of the unworkable nature of many suggestions aroused in the early stages of its use.

V. Results in Palo Alto

Our particular plans for the follow-up have been rather carefully laid and are already well under way. Extensive discussion of the various proposals is being courted on every hand. Student groups are now considering some of the suggestions such as those having to do with the student-body government and the school social program. The counselors are working on the suggestions resulting from the first question; the cafeteria manager is gathering student reactions to the proposals for the improvement of this service; and the attendance secretary is already launching some of the suggestions resulting from the attendance accounting question.

A series of panel discussions are being planned with the faculty around such problems as that of raising student achievement and needed modification of the school-club program. In almost every case the problem naturally goes first to some faculty committee, to some student group or to a special official of the school. The result should be not only a toning up from the launching of workable suggestions but a refinement and extension of particular suggestions. Moreover many additional and worth-while suggestions have come to us since the survey results were published a few weeks ago. This is proof that the "infection of aroused interest" is still spreading.

Another phase of the follow-up procedure has been to enlist the parents, particularly in the discussion of certain problems which by their very nature are brought close to the home. The principal is meeting with small groups of twelve or fifteen parents in homes of the community. Some of the suggestions coming from these groups are an improvement on the original list obtained from the faculty members. As the program spreads from faculty enlistment, to arousing student-group enthusiasm and finally to stimulating interested parents, the problem may become one of keeping it from spreading faster than progress may be demonstrated. Focalizing suggestion and thoughtful consideration from all these sources must be carefully matched by resolute action at certain points or energies may be dispersed and undirected enthusiasm choke action.

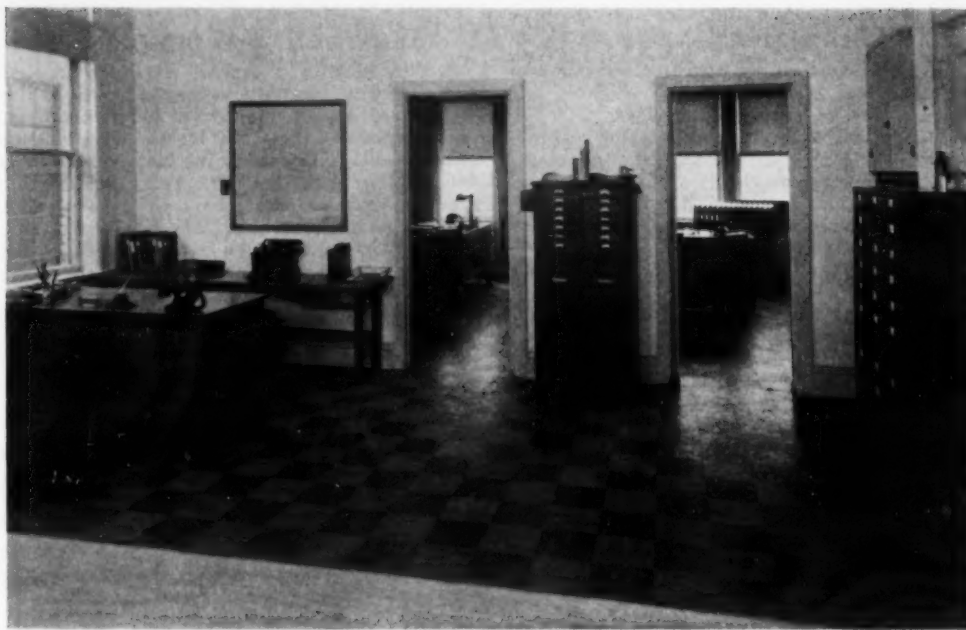
Of course, no adequate evaluation of the procedure may be made until there is opportunity to judge the separate results to which it leads. As a procedure for the mobilization of creative suggestion on the existing school program from sources all too frequently overlooked in our schools, this may indicate the way of developing proper teacher-administrator and community-school relationships in much neglected areas of school management.

Ottumwa's New Administrative Offices

Well-appointed and thoroughly efficient offices have been newly occupied by the board of education, the superintendent, and the business manager of the Ottumwa, Iowa, school system. The offices were first opened during the Christmas holiday when the school authorities abandoned their old and very limited office space and moved into the Commercial Building near the business and population center of the city. The old offices had provided insufficient space for the supervisors and for conference groups of the school personnel, and were particularly unsatisfactory because of the second-floor location of storage space for supplies and books.

The new offices are located at 209-211 East Second Street. Entering the offices one finds a lobby and a small reception room adjoining the main clerical workroom. The private offices of Superintendent F. W. Douma and of Secretary Walter McLain adjoin this main room. Immediately in the rear is a library and conference room and beyond this is the board-of-education meeting room which is large enough to permit of conferences of principals, special teachers, and other groups. The office of the superintendent of buildings and grounds is next to the board room.

At the rear of the quarters are a special room for book storage and another room for supplies storage. In these rooms there are



The general offices of the Ottumwa board of education looking toward the office of the superintendent of schools, left, and the secretary of the board, right.

bins for the dispatch of supplies, textbooks, and other materials. Large packing tables are provided for handling the materials and for filling monthly requisitions from principals and custodians.

A large area for bulk storage is provided in the main warehouse room adjoining the book and supply storage rooms. In this space are gathered supplies, repair materials, and articles returned from school buildings for repair and reconditioning.

Beyond this room and facing Third Street

is the workshop in which the school district carries on its repairing and refinishing operations. The staff, which includes woodworkers, painters, a plumber and steam fitter, is fully equipped to handle all ordinary jobs at a minimum of cost.

Since all storage departments are on the ground floor, freight is brought in by truck and unloaded at the dock inside the building. Trucks carrying materials for the buildings are also loaded indoors with a minimum of handling and expense.



The Ottumwa, Iowa, board of education in session. Seated, left to right: F. W. Douma, superintendent; Gene Wulfekuhler; John Wormhoudt; C. D. Evans; Frank Raney, president. Standing, left to right: C. C. Lowenberg, vice-president; Ernest Manns; W. H. McElroy; Walter McLain, secretary.

Administrators and Typewriters

Carolyn Overstreet¹

Typewriters cost money — taxpayers' money. In purchasing them for school use, administrators frequently display appalling carelessness, or perhaps just plain ignorance.

In this day of research and tests, superintendents and school boards still listen to the patter of typewriter salesmen instead of actually testing machines for endurance and for their fitness for the type of teaching that is done in their schools.

Instead of having the courage and the ability to test machines and buy the one that "fits the bill," administrators are prone to take the easy way out: divide the number of machines in a department equally among the contending companies. How that does simplify matters for the board and for the superintendent! Then, again, the executive goes scientific in his school business and boasts that he will buy only from a company that can give good service. Now, service is important, but it is not enough to decide the type of machine used in a department, because the executive has no way of knowing whether or not the service is adequate, except as his typing teacher says it is or is not.

Typewriters are expensive; though they furnish a child one of the most useful skills he can acquire, they are not cheap. The price of a machine made by any one of the four most prominent companies is about the same. Buying one fourth of the replacements annually from each company simplifies administration tremendously, but it plays havoc with a careful teacher, and it retards median and slow pupils.

One of the stock arguments of the typewriter salesman is that a student must be familiar with all the various machines; else he goes on his job handicapped. The argument sounds infallible to the board of education and to administrators who cannot type on any model, and who have not the slightest idea how to teach the skill. So infallible does it sound that these gullible gentlemen clutter up their typing rooms with numerous makes of typewriter, confusing the beginning pupil, and making teaching many times more difficult.

These administrators would not think of asking an English, science, or history teacher to handle a class of thirty students with five different texts, but they demand just that of the typing teacher — demand it in the name of business efficiency. I am willing to concede that a history class might do very well with four or five different textbooks; they might even get a broader view of the subject — if the teacher were a master teacher, knew the content of each book, and were willing and able to do the enormous amount of work required to fuse these texts into a workable whole. However, most of us are not masters. We need all the aids we can get from texts and equipment. We particularly need every known device for keeping the child's attention.

Watch a group of first-year students taking their first lessons in typing. Tension, excitement, fear of the machine itself vibrate in the air. A teacher stands before them, demonstrating the working of a machine. Only those who are using the same model know what it is all about. She coaxes them to roll the platen, touch the space bar, reverse, set stops, or do any of the stock things that will help them to

get the "feel" of the machine quickly. Those who are using a model that is different from the one on which the instructor is demonstrating look about covertly to see what their neighbors are doing; they are afraid to try their models because they are not like the one the teacher used. They twiddle their thumbs until the teacher makes a special visit to their table and coaches them individually. If the room is equipped with different models, the amount of coaching is multiplied by the number of models used.

First-year typing students should learn all the parts of a machine, all the things it can be made to do, while they are acquiring their writing speeds of thirty-five or forty words a minute. With several types of machines, several times as much effort must be expended by the teacher and with less result than if all the machines were alike.

A simple illustration of this handicap in teaching can be made with an exercise in setting stops for margins. On typewriter X the stops are in full view and are easily adjusted to the scale. On typewriter B a little four-foot girl literally has to "stand on her head" to adjust her stops correctly. Conscious that she is slowing down drill, the little girl gets nervous. She makes mistakes. She is discouraged. If all the students were standing on their heads to adjust stops, no one would notice; no one would be annoyed. This is just one of the many examples of needless slowing down of work that occurs every hour in a first-year class. The net result is that the average typing teacher makes little effort really to *teach* the machine. She lets the student learn it the best way he can. Granting that this is a good kind of learning, it is also an extremely slow one, and slowness of pupils costs taxpayers money.

Certainty in manipulation of the machine has become as important to wide-awake teachers as is a sure finger touch. Office work requires many different duties of a typist, many different types of machine work. Skill in handling the machine is as necessary as a rapid stroke. Too many teachers simply check the attendance, assign drills, and let the youngsters work out their own salvation. Given a standardized department, they might do the same thing, but for those teachers who do *teach*, the work would be less wearing.

I have not yet met a typing teacher who says she prefers different models in the same class who can give any sound reason for her preference. When I have asked for proof of this method's excellence, they do not know any. I have asked them for their scheme in rotating students from one machine to the other so as to give the student practice on all. Not one has ever had such a scheme! "How do you know that your students profit from several makes?" I have asked many times. The answer is, "I just know it."

Believing that teaching and learning would be facilitated by standardizing the typing equipment for first-year students, I conducted a series of experiments to find out how much practice is needed for a second-year student to transfer from one make of machine to another. The results of all these tests proved that any student who has mastery of one machine can write well on another if given five minutes for practice. They also proved that students who do not write well find the

HON. CHESTER H. GROSS

Member, Board of School Directors,
Manchester Borough, Pennsylvania

Chester H. Gross, who has just been elected President of the Pennsylvania State School Directors Association and who served last year as its First Vice-President, is a native



Hon. Chester H. Gross
Member, Board of School Directors,
Manchester Borough,
Pennsylvania.

of York County, Pa., and for ten years has been a member of the school board of a fourth-class school district just outside Manchester. He is a successful farmer, a past master of the Pomona Grange, and has been active in civic and church affairs. He was formerly a member of the state legislature and is at present a member of the Congress of the United States.

Mr. Gross has steadily promoted improved policies of education and of school administration and has insisted upon the development of the pay-as-you-go plan for school finance.

change hard to make. Recently I asked the teacher of the first-year classes to try an experiment with her students. She selected a test and gave the pupils fifteen minutes' practice on the machine they had never seen before. Her results were approximately the same as mine. The good writers made scores near their usual writing rates. Some of them made better rates. The poor students and middle group wrote consistently much lower than their rates. That is, slow students and poor ones did not have skill on any machine! The better ones, having the skill, made the transfer easily.

When a businessman complains that his typist is useless to him because she does not know how to write on his machine, that businessman should borrow a model that the stenographer says she prefers — borrow it long enough for her to demonstrate that she does not write well on any machine.

The keyboards of typewriters are alike. Only the gadgets differ, and a good writer can handle a strange machine with a few minutes' practice just as easily as a mechanic can drive a car he has never seen before. He can't "kick it up to eighty miles" until he gets the feel of the wheel, but it won't take him long, if he can drive.

(Concluded on page 96)

¹Teacher of Commercial Subjects, Blackfoot, Idaho.

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

Democracy in School Administration

A FEW speakers at the Cleveland convention of the American Association of School Administrators touched gingerly on the problem of democracy in school administration. The single exception to the general attitude expressed in passing was State Superintendent Sidney B. Hall of Virginia, who vigorously urged greater consideration of teachers in administrative problems and in general a more democratic approach to the whole management of the school systems. Numerous speakers demanded the freedom of the schools, and at practically every session one or more addresses urged the need for preserving democracy through emphasis on democratic life values to be taught in the schools. Curriculums, according to these speakers, were to seek democratic objectives, democracy should be embodied in teaching methods to the exclusion of indoctrination, academic freedom is essential to the teacher in properly presenting social problems.

The present position of the superintendent as chief executive of city school systems is the result of nearly fifty years of agitation and effort. Beginning in the eighties and early nineties, school superintendents have campaigned steadily for recognition of their position, for authority to initiate changes in the curriculum and organization of the schools, for the privilege of nominating teachers and of assigning teachers and principals, for authority in supervising subjects, and for the right of assisting in the planning of budgets, financing programs, building plans, etc. Even at this late date there are states which do not recognize the superintendent by statute, and there are boards of education aplenty who insist upon appointing teachers, adopting textbooks, and fixing budgets without the consent of their superintendent. Even where the rules and established precedents of school boards give the superintendent the proper recognition as chief executive, there is a constant problem to maintain the *status quo* from attack by citizens, public officials, and individual board members. It will require several generations to fix firmly and universally the position of the superintendent, and even this permanency is only possible if the superintendents raise their own efficiency and improve the quality of their service.

It would seem, too, that the security of superintendents as chief executives is under a new attack—not from school boards or other outside influences but from inside, from teachers, principals, and in a few instances from nonteaching members of the school staff. Teachers point to the fact that the line-staff organization of supervision is militaristic in spirit as well as form. They argue that they have little or no freedom for initiative but must submit to the most arbitrary uniformity in programs, teaching methods, the evaluation of teaching products and promotion averages. Their requests for greater democracy range from very moderate consideration of individual needs to such radical requests as the right to select

the superintendent himself. Among supervisors and principals there is a widespread desire for greater independence, for more recognition of their professional status, and for more opportunity to direct consideration by the school boards. On the nonteaching side of the schools, it is pointed out that the superintendent assumes too much power, that he cannot possibly pass expert judgment on financial and building plans, that it would require more than usual understanding of accounting and purchasing to develop genuinely modern techniques in these fields.

As a rule the elements in the larger and middle-sized school systems who are most vocal in the demands for greater recognition and for more democracy are not always the most substantial and professionally successful men and women. Whether it is true or not, it has been pointed out that the discontent arises from youthful groups with selfish desires for promotion, or has elements of common politics as its true basis.

It would seem that the problem in most cities can be solved only by a gradual change in organization and practice. Superintendents and teachers must develop a new spirit of co-operation, a new efficiency in their respective fields of labor, a new respect for teachers and principals, and a new appreciation of the entire problem of democratic education. Teachers must show growth in administrative attitudes and in ability to assume responsibility. The fumbling and indecision which have characterized such undertakings as the selection of textbooks by teachers' committees must be obviated. Undoubtedly numerous experiments must be made before worth-while techniques can be developed.

It may be suggested, too, that the school boards must take more of an active part in the development, they must assert their right and duty to pass on the educational program and policies and to question proposals that do not pass the test of democratic values. Above all, there is need for a new spirit of discipline in education and educational administration, for placing human values above those of citizenship and social expediency, for seeking some of the ultimate values of life.

Elective Versus Appointive School Boards

THE city of Bridgeport, Connecticut, has a population of approximately 150,000. Its board of education is elected by popular vote. The mayor of the city becoming dissatisfied with some of the things the school authorities did, proposed a measure in the state legislature whereby he would be given the power to appoint the members of the board of education, subject to the approval of the city council.

When the full meaning of this proposal dawned upon the public, the protests became quite general and articulate. The citizenship was to be deprived of the right to a voice in the creation of the local board of education. Deep resentment was expressed that the power to select was to be lodged in the hands of one man.

Those who have given attention to the evolution of local school administration have long come to a common agreement that in the smaller and medium-sized cities the elective system should prevail. True, in the larger cities, the appointee system is deemed more expedient, but even here, the elective system if attended with proper safeguards, provided by the public

press and citizen committees, will enable the voter to distinguish clearly between the desirable and undesirable candidates for school-board honors.

The redeeming feature in the Bridgeport situation is that it is not left merely to the school people to defeat an undesirable measure, but the general public is alert to the relative merits of the elective and appointive system. At the same time, the public attitude here manifested demonstrates the American tendency to keep the schools close to the people and to prevent political interference in the agencies entrusted with the education of the children.

Tuition Charges vs. School Costs

TUITION fees exacted from nonresident pupils have by no means reached a stage of uniformity. In fact, there is no agreement in the matter of tuition charges, nor a common approach in determining the exact cost of educating nonresident pupils.

This is largely due to the variations in local conditions. A unit of population may build a school which is currently larger than the local constituency requires. Nonresident pupils prove helpful in covering operating costs. In one school, a charge of two dollars a week may be made and thereby practically the total teaching and maintenance cost is covered. Another school unit may exact three dollars a week from its nonresident pupils and lose money in the transaction.

The town that concludes not to build a high school but sends its pupils to the neighboring town which maintains a high school usually has the advantage. It saves the investment of a building and secures a tuition fee which is usually below the entire operating and overhead costs involved. Studies on the subject reveal the fact that in the larger percentages of instances the tuition exacted runs only 20 to 80 per cent of actual cost.

A study made in Wisconsin brings out the following statement: "The percentage of nonresident's share of school costs paid by tuition students varied widely among the 368 schools whose costs were analyzed. Tuition charges in 10 schools, or 2.7 per cent of the high schools, amounted to less than 50 per cent of the nonresident share of school costs; in 58, or 15.7 per cent of the schools, tuition charges paid less than 70 per cent of the proportionate share of costs."

A proper measure of fairness will never be approached until the state laws define clearly what must be included in computing tuition charges. The position taken by some of the courts, based on the implications of the statutes, that the bare cost of salaries, supervision, and immediate cost of building operation, should be charged, is hardly fair.

The average board of education is usually too generous in its approach to the nonresident-fee problem, especially when it reasons that a few added students will cost no more so long as they occupy otherwise spare seats. Where the nonresident pupils constitute 2 to 5 per cent of the enrollment, this point of view is quite correct; but where the nonresidents form from 10 to 25 per cent of the total student body, it becomes evident that the total costs are increased in the ratio of that percentage. It would do some good to apply the businessman's method of figuring costs to such a situation and recover not only direct instructional costs but interest and depreciation.

Public Hearings on School Budgets

THE recent pressing need for greater economy in local government has been a strong influence for more democratic municipal procedures in voting municipal budgets. In the light of public unrest and prevailing misinformation, the school authorities also have been prompted to submit their yearly estimate of expenditures and taxes to public inspection and discussion.

While these public hearings are not entirely pleasant, they are usually enlightening and eventually lead to a better understanding between the authorities and a taxpaying constituency. Street rumors and back-yard gossip fade and misinformation is challenged when the true facts and the why and wherefores are revealed.

The peculiarities which manifest themselves teach that those who present a budget for public discussion must be sure of every item therein. They must manifest absolute frankness, considerable patience and a fine courtesy. There is the citizen who asks irrelevant questions, and the other who has a suspicious and irritating attitude, and again the individual who attempts to hinge an argument on a trifling condition or incident.

All these reactions must be met with tact and friendliness. The argument must be centered upon the essentials. The unreasonable critic is sure to make his appearance and discuss his viewpoints with apparent force and sincerity, and sometimes with utter disregard for the facts or for public welfare.

Thus, school authorities who have met the public in open meetings without reprimanding an unreasonable objector, treating the opposition with courtesy, and holding firmly to the affirmative side of the issue, have usually met with public approval and won their case. The public has been afforded an opportunity to have its say and to feel better for it. On the other hand, the school authorities have the consciousness that they have laid the cards upon the table face up, and cannot be charged with having ignored public sentiment.

Looking upon budget hearings as a factor in public relations it does not follow that such reviews are necessary or even expedient in the community where the public is satisfied that the school system is efficiently and economically administered. But, in communities where tax-pressure groups are active, or where disgruntled citizens become vociferous, the formal hearings have a definite place and usually prove themselves expedient in that they lead to harmony and good will.

Are School People Interested?

THE reduction in the postal rates under which schoolbooks may be sent to any part of the United States for one and one-half cents per pound has hardly attracted the attention of school authorities which it deserves. The economies which the schools will enjoy during the current school year may be estimated at near the quarter-million-dollar mark. If the rate which now applies to books so called, were extended to workbooks, manuals, and similar publications, an additional annual saving of \$223,000 might be made. Will schoolmen and school boards be sufficiently interested to induce Congress and the President to make the reduced postal rate apply permanently to all school texts and reference works?

With the Superintendents at Cleveland

The preservation of democracy in America as the most difficult problem of education in the United States, the teaching and practice of democracy in American education, federal aid to education, and educational leadership in small communities—these were the all-pervading topics of discussion at the huge Cleveland convention of the American Association of School Administrators, February 25 to March 2. The schoolmen who attended the endless succession of meetings, discussion groups, and conferences did not receive any new or ready-to-use answers to the problems discussed. They did, however, receive very practical help at many of the minor meetings on such important aspects of their work as democratic practices in school administration, the betterment of school-business-administration methods, the construction and repair of the school plant, the expansion of the high-school program, the improvement of rural-school administrative units, etc. From the standpoint of practical administration, the most unsatisfactory discussions were those relating to propaganda and the promotion of social reforms through the schools, overlooking as these did the difference between adult and college groups, as against elementary and secondary schools where immature children are in the formative stages of development.

The officers and guiding spirits of the Association have apparently given up the hope of limiting the size of the convention, the number of meetings, or the vast confusion of conferences called by minor organizations whose only hope of having a crowd is the presence in town of the American Association of School Administrators. Dr. N. L. Engelhardt conservatively estimated that the convention cost \$3,000,000 to the public-school systems and colleges of the country and to the educators who attended. The commercial exhibits were as vast and fully as informative as the convention itself. It was stated that the 267 publishers of books and manufacturers of school materials and furniture displayed a million dollars worth of school furniture, permanent equipment, apparatus, supplies, text and reference books, and minor teaching aids.

The General Sessions

The first general session on Monday morning, provided a convincing argument for the separation of school administration from the other functions of government. It was significant that the greetings by Mrs. J. K. Pettingill, president of the National Congress of Parent-Teachers' Associations, pleaded for co-operation between teachers and parents and argued against the evils which result when professional or lay groups impose upon one another. The success of school and home co-operation depends upon mutual understanding and help in the solution of problems of the parents for the individual welfare of children. Secretary Willard Givens, of the National Education Association, pleaded eloquently for a united professional front on the part of teachers. Education cannot achieve its democratic purpose, he said, of safeguarding American Liberties, so long as school-board members and superintendents practice autocracy while they preach democracy.

Prof. George D. Strayer, of Columbia University, in discussing "Changing Conceptions of Educational Administration," took

up the superintendency from the standpoint of social engineering. He urged greater recognition of the professional service of the superintendent in the extended program of education which is now developing. Dr. Strayer recommended personal qualifications and training for school administrators that approach rather superhuman proportions.

In closing the session, Supt. Sidney B. Hall, Richmond, Va., described historically the development of educational administration and urged greater consideration of teachers in the development of educational programs, curriculum studies, and teaching methods. Dr. Hall showed that the present military form of city-school administration systems, with their hard-and-fast organization, and their insistence upon uniformity, are essentially undemocratic and fail to develop the free personality and originality of teachers so needed for variety and effectiveness in the instructional program.

National Planning

The session on Tuesday evening, took as its theme the problems of planning the educational systems to meet the new social and economic conditions under which the United States is rapidly becoming a nation of old people with small families and fewer children. In her critical analysis of our human resources, Supt. Mary B. McAndrew, Carbondale, Pa., may not have struck an altogether popular note when she bluntly called for a renewal of human resources by a return to the old virtues of family life. The widespread practice of birth control, she said, is basically causing breeding from the bottom up, it is at the bottom of much of our juvenile delinquency, crime, the growth of unemployables, and the loss of real leaders. We cannot confine ourselves to mere temporal needs and survive. The home must have religion and if it has, society will survive and some of our newer economic problems will vanish. We have neglected religion through which childhood is sanctified, youth is inspired, manhood ennobled, and old age comforted. We need more character education, more adequate health education, and better vocational training.

Secretary Harold L. Ickes, in reviewing "The Problems of Conservation and Democracy," made clear that an ever-present problem is to safeguard our natural resources from private greed for the benefit of all the people. Closely related with the conservation of nature's gifts is the need of conserving human welfare by making our democratic government function for the citizenry at large.

President Edmund E. Day, of Cornell University, in discussing "American Youth and Its View of the Future," drew a pessimistic picture. Youth resents the lack of employment and criticizes the schools for failing to adjust young men and young women to the social and economic situations in which they find themselves. We are confronted at this time with a very real problem whether old-age assistance is not less indispensable than provisions for developing the human values and citizenship of the oncoming generation.

Small School Systems

"Schools in Small Communities" were discussed at length on Tuesday morning, but the address of Supt. H. M. Corning, who pre-



Dr. Ben Graham
Pittsburgh, Pa.

President, American Association of School Administrators, 1939-1940

sented highlights of the 1939 Yearbook, was overshadowed in interest by the "Village Revue," presented by students, teachers, and adults from the village of Amherst, Ohio. Except for the fact that the audience became worried lest the last speaker of the morning lose his place on the program, Mr. Roy W. Hatch enabled the assembled superintendents to get a clear picture of the social and economic situations of a typical rural Ohio village and of the place which the schools in that community hold. If the Revue succeeded in anything, it made clear that family life, business enterprise, and individual careers in the small towns more nearly approach American ideals with certainty and satisfaction than they do in the large cities. The failures of the school in the small town were made clear by omission, as well as by direct statement of the young participants in the program.

Mr. John Masaryk, of Prague, Czechoslovakia, thrilled the superintendents by calling on America for spiritual leadership in maintaining Democracy as the one and only safeguard of Christian western civilization.

The Associated Exhibitors displayed a new form of business wisdom in dropping their extravagant annual banquet and arranging their "treat" to the schoolmen in the form of a popular entertainment which the entire convention might attend. In the course of the evening, Payson Smith, Harvard University, was presented with the 1939 American Education Award. Supt. A. J. Stoddard, in presenting the Award, spoke eloquently of Dr. Smith's courageous sacrifice in maintaining the school system of Massachusetts on an independent basis.

Purposes of Education

On Wednesday morning, Supt. Otto W. Haisley, of Ann Arbor, Mich., discussed briefly the work of a committee which is developing a constructive national plan for the certification of superintendents of schools under the various state education laws.

(Continued on page 69)



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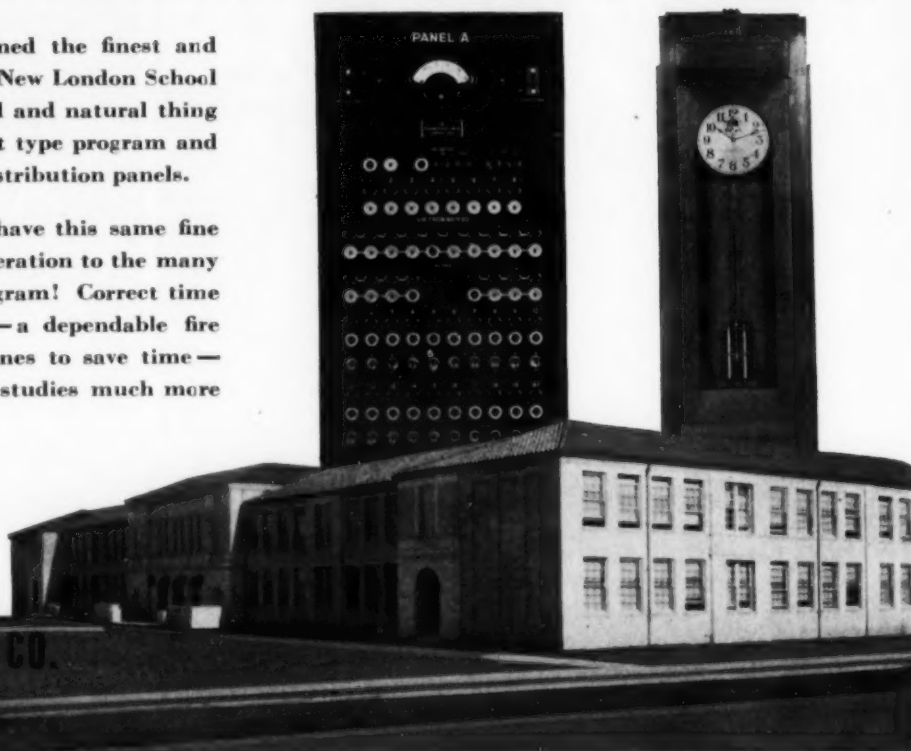
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School Law

Fundamental Policy is Better Education for Children

The policies of consolidation of schools and teachers' tenure are derived from and are subordinate to the fundamental public policy of obtaining a better education for the children of the commonwealth, under a decision of the Pennsylvania state supreme court.¹

A Texas court has recently ruled that it is the policy of the legislature to create an educational system of public free schools which is sufficient of itself and free so far as practical from any interference by the judiciary, and the remedies provided for before school authorities in controversies involving the schools must be exhausted before the courts will interfere.²

School Boards Have Only Delegated Powers

In Louisiana it has been ruled that school boards possess only delegated powers defined by statute and are not free to act as individuals. It is not within the scope of their authority to ratify that which originally had no existence.³

School Boards Must Practice Safety

In Washington a school district operating a bus for conveying children to and from school, it was held, must exercise toward its passengers the highest degree of care consistent with practical operation of the bus.⁴

The failure of a school district in Washington

to equip its buses with safety glass prior to the effective date of a statute requiring motor vehicles to be so equipped was not negligence rendering a district liable for injuries sustained by a pupil when he was jostled and thrust his hands through the glass in the doors in an effort to regain his balance, since the situation resulting in the injuries was not one which could reasonably have been anticipated.⁵

Qualifications Must be Determined

The qualification of an applicant as a teacher must be determined at the time when he begins to fulfill the contract and not at the date of application, under a ruling of a high Kentucky court. To satisfy the requirement, the teacher must hold a certificate at the beginning of the term at which he is to teach.⁶

In New York, where a teacher's salary was fixed upon the basis of the calendar year, as distinguished from the so-called school year, it was held that the teacher had no inherent or statutory right to a vacation of two months or more.⁷

Schools Must Maintain Competent Staff

The purpose of the Teachers' Tenure Act of Pennsylvania, under a decision of the supreme court, is the maintenance of an adequate and competent teaching staff, free from political or arbitrary interference, whereby capable and competent teachers may feel secure, and may more efficiently perform their duty of instruction.⁸

Under a statute empowering a board of school directors to adopt regulations deemed necessary regarding the management of school affairs, the Pennsylvania supreme court has ruled that neither a teacher nor the board, nor both com-

bined, can circumvent by contract or otherwise, a statutory right of the board to assign a teacher to any duty for which he is properly qualified under his teacher's certificate.⁹

Where a professional employee is regularly employed to "teach," the Pennsylvania supreme court has ruled that he may be assigned to such teaching duties for which he is qualified as the school board may direct, and if the employee refuses to obey such instructions, he is guilty of willful and persistent negligence for which he may be dismissed.¹⁰

The Louisiana supreme court has ruled that a dismissed teacher who delayed two years before filing suit against a school board to recover salary alleged to have accrued under the Teachers' Tenure Act, is guilty of laches.¹¹

School Not Obligated to Transport Parochial Pupils

A contract to transport school children by bus to and from public schools in a city does not obligate a bus owner to transport pupils attending a Catholic school in that city, under a decision of the South Dakota supreme court.¹²

SCHOOL LAW

♦ The municipal court of Kenosha, Wis., has ruled that the board of education has sole jurisdiction over the operation of public schools, and that the courts have, therefore, no right to interfere unless there is a clear abuse of power. The ruling was given in dismissing a writ of mandamus sought by a group of parents to secure the reopening of a school closed by the board.

♦ Governor Phillips, of Oklahoma, has been asked to appoint a commission of educators to revise the public-school laws of the state.

¹Appeal of Walker, 2 Atlantic reporter 2d 770, Pa.

²Plains Common Consol. School Dist. No. 1 of Yoakum County v. Hayhurst, 122 Southwestern reporter 2d 322, Tex. Civ. App.

³Murray v. Union Parish School Board, 185 Southern reporter 305, La. App.

⁴Leach v. School Dist. No. 322 of Thurston County, 85 Pacific reporter 2d 666, Wash.

⁵Leach v. School Dist. No. 322 of Thurston County, 85 Pacific reporter 2d 666, Wash.

⁶Martin v. Knott County Board of Education, 122 Southwestern reporter 2d 98, 275 Ky. 483.

⁷Juddson v. Board of Education of City of New York, 8 N. Y. S. 2d 563, N. Y. App. Div.

⁸Appeal of Walker, 2 Atlantic reporter 2d 770, Pa.

⁹Appeal of Ganapolski, 2 Atlantic reporter 2d 742, Pa.

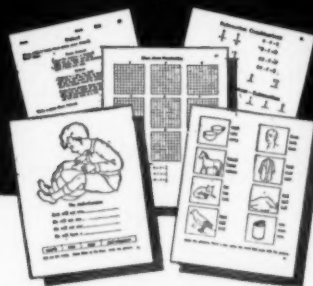
¹⁰Appeal of Ganapolski, 2 Atlantic reporter 2d 742, Pa.

¹¹Fontenot v. Evangeline Parish School Board, 185 Southern reporter 104, La. App.

¹²Schlitz v. Picton, 282 Northwestern reporter 519, S. D.

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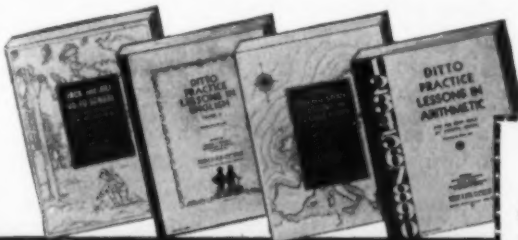
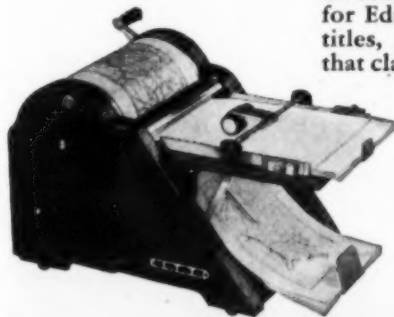
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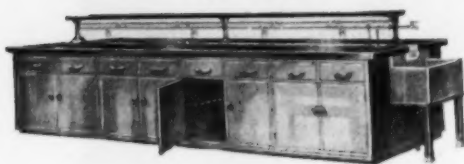
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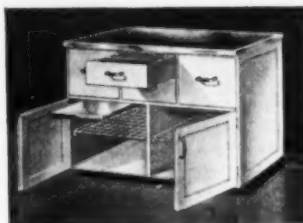
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School Building News

COMPLETE HIGH-SCHOOL BUILDING

The board of education at Pascagoula, Miss., has dedicated a complete community high-school building, at a cost of \$150,000. The structure was erected from plans of Architect C. L. Olschner, of Gulfport, Miss. It is planned to fit an educational program developed under the direction of Supt. Thomas R. Wells, assisted by Principal V. C. Gill and members of the teaching staff.

The building which is arranged to house 500 students is designed in a strictly modern style, using red brick and concrete for the exterior walls. Features of the main floor are an auditorium to seat 750 persons, a double gymnasium for boys and girls, a library to accommodate 120, and a cafeteria to seat 120 students. A complete commercial department, a shop department, a household-arts department, and a science department have been provided, in addition to the usual standard classrooms for social science, English, etc. The very modern mechanical equipment includes a public-address system, complete electrical lighting, and unit ventilation.

The board of education, under whose direction the building was financed and erected, is headed by Mr. W. R. Gulley.

BUILDING NEWS

♦ Ellensburg, N. Y. Plans have been approved for a central grade and high school, to cost \$348,000.

♦ Elmira, N. Y. A new Riverside grade school will be erected, at a cost of \$267,839.

♦ Greenburgh, N. Y. Plans have been prepared for an elementary school, to cost \$350,000.

♦ Kenmore, N. Y. Plans have been approved for a new senior high school, to cost \$1,476,230.

♦ Mineola, N. Y. The new Jackson Avenue grade school will be erected, at a cost of \$348,820.

♦ Roxbury, N. Y. Plans have been approved for a grade and high school, to cost \$297,000.

♦ LaFayette, N. Y. A new central school will be erected, at a cost of \$200,909.

♦ Harrison, N. Y. A junior-senior high school will be erected, at a cost of \$775,000.

♦ Naples, N. Y. Plans have been approved for a central elementary and high school, to cost \$336,363.

♦ Nassau, N. Y. Plans have been approved for a grade school, to cost \$193,500.

♦ Brocton, N. Y. A new central school will be erected, at a cost of \$429,000.

♦ Argyle, N. Y. A central elementary and high school will be erected, at a cost of \$214,000.

♦ Lockport, N. Y. Plans have been approved for the new Hawley grade and junior high school, to cost \$531,004.

♦ Auburn, N. Y. A new commercial building will be erected as an addition to the junior high school, to cost \$385,900.

♦ Margaretville, N. Y. Plans have been approved for a central grade and high school, to cost \$510,000.

♦ South Kortright, N. Y. Plans have been approved for a new central school, to cost \$510,000.

♦ Delhi, N. Y. A new central school will be erected, at a cost of \$725,833.

♦ Council Grove, Kans. The board of education has completed the construction of a concrete stadium, with dressing rooms, a battery of tennis courts, croquet courts, and a softball field. The field will be landscaped and lighted.

♦ Alexandria, La. Bids have been received for the construction of a grammar school for the Rapides Parish, to cost \$200,000.

♦ Independence, Kans. The contract has been let for the construction of the Lincoln grade school, to cost \$134,500.

♦ Moscow, Ida. Bids have been received for the construction of a new high school, to cost \$315,000.

♦ Clarendon, Va. The contract has been let for a junior high school, to cost \$200,941. The plans were prepared by Raymond V. Long, state architect, Richmond, Va.

♦ Cortland, N. Y. The contract has been let for the high-school addition, to cost \$342,000.

♦ St. Joseph, Mo. Bids have been received for the construction of the Lafayette High School gymnasium, to cost \$100,000.

♦ Gocse Creek, Tex. The school board has asked for a time extension on funds for the construction of the gymnasium for the Lee High School, to cost \$110,000.

♦ Omaha, Nebr. The school board has approved a program of emergency repairwork on four schools, to eliminate safety and health hazards.

♦ Iowa Falls, Iowa. The school board has let the contract for the construction of a new school, to cost \$191,000.

♦ Cleveland, Ohio. The school board has begun work on the selection of building projects to be included in its \$4,000,000 building program.

♦ Woodstock, Ill. A bond election was held to provide funds to be added to a previous issue for the financing of the gymnasium and swimming pool in the high school, to cost \$200,000.

♦ Hyde Park, N. Y. Bids have been received for the construction of the Fairview-Viola elementary school, to cost \$332,000. Charles J. Cooke is the architect.

♦ Dyersburg, Tenn. Bids have been received for the construction of a high school, to cost \$300,000.

♦ Colorado Springs, Colo. The school board has received bids for the construction of the new half-million-dollar high-school building.

♦ Proctor, Minn. The school board has completed the erection of a school-bus garage, which will take care of eight school buses, and will afford space for a washroom, a repair room, and a grease room.

♦ Indianapolis, Ind. The board of school com-

(Concluded on page 62)

Burroughs Office Machines Serve Many Types of Business in Many Ways



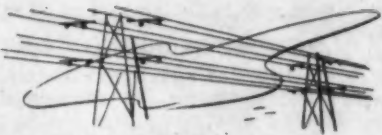
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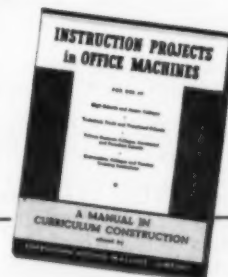
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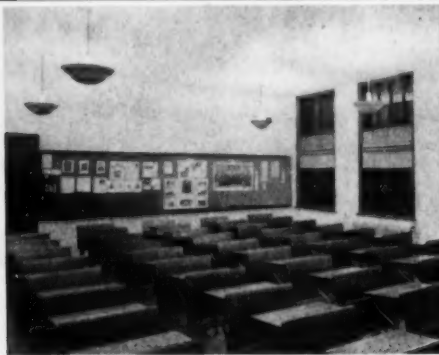
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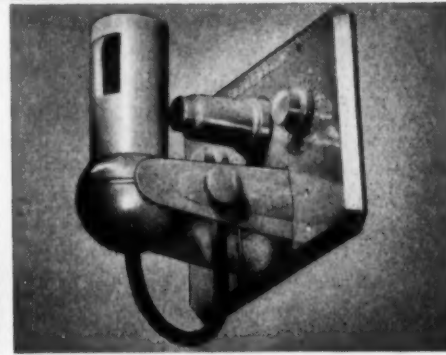
LIGHTING EXAM for SCHOOLMEN



1 What is "good school lighting"? An average illumination of 20 footcandles, with the minimum set at 15, provided without objectionable shadows or glare. These recommendations are based on tests like that shown above, in which a Visibility Meter is used to determine correct light for easy reading.



2 What is one example of good modern lighting? Good lighting for classrooms is provided by several types of indirect and semi-indirect lighting units having a low surface brightness. Above picture shows a recent installation at Edgewood Junior High School, Ashtabula Township, Ohio, using 500 watt lamps in 6 indirect luminaires.



3 Isn't daylight enough? Daylight is generally sufficient for pupils near windows, but usually leaves other children in comparative gloom. Best solution is good artificial lighting with automatic "electric eye" control (above) developed by G.E. It turns lights on or off depending on amount of daylight available. Cost per room is surprisingly low.



4 Why is it important to choose lamp bulbs with care? Because the amount of light you get for current consumed depends entirely on the efficiency of the lamp. G-E MAZDA lamps must undergo 480 tests and inspections for quality. This year they give more light than ever.



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GENERAL ELECTRIC

(Concluded from page 60)

missioners has begun the construction of three school buildings, to cost a total of \$360,000.

♦ Russellville, Ark. The school board has begun plans for a new high school, to cost \$200,000. The building would be erected with the aid of WPA funds.

♦ Freeport, Ill. The board of education has an insurance program which has been in effect for the past two years. It is based on an expert appraisal and is written on a five-year-premium basis, with one fifth of the insurance coming due each year. Under the plan, complete coverage is assured, at a cost of about \$1,000 a year less than the old cost under 176 different policies.

♦ Austin, Tex. Bids aggregating \$253,154 have been received on a half dozen school-building projects. Messrs. Giesecke & Harris are the architects.

♦ New Albany, Ind. Construction work has been started on a one-story school building, to cost \$77,200.

♦ Sheffield, Ala. The contract has been let for the construction of a high-school building, to cost \$147,144.

♦ Montrose, Colo. Bids have been received for the construction of a high-school building, to cost \$250,000.

♦ Alexandria, La. The Rapides Parish school board has let the contract for the construction of a new grammar school, to cost \$200,000.

♦ Springfield, Mo. Contracts have been let for the senior-high-school auditorium and gymnasium, to cost \$233,235.

♦ Taft, Tex. Construction work has been started on the new school-building program, to cost \$200,000. The board has received a PWA grant of \$90,000 to aid in the financing of the work.

♦ Construction work has been started on the Central High School building at Spotsylvania Ch., Va., estimated to cost \$126,350.

♦ Blue Island, Ill. The Community High School board of education has voted to close the schools because of insufficient funds. The enrollment is 1,300 students in two buildings. Mr. John Jones, president of the board, said, "we have done everything possible to keep the schools open, but we have reached the limit of indebtedness."

♦ Stambaugh, Mich. The school board has voted to close the township schools two weeks earlier this year, because of a lack of funds. The school year for 1939 will be nine months.

♦ Reduction totaling \$1,671,002 in expenses of the Georgia State Department of Education for the next two years are planned by executives. The reduction in the budget followed radical economies suggested by a special committee which has been critical of the school expenditures and has recommended the elimination of various phases of school administration work.

PWA PROJECTS UNDER CONSTRUCTION

Public Works Administrator Harold L. Ickes, in a statement dated March 8, called attention to the fact that more than 6,220 PWA nonfederal projects are under construction throughout the country, with Midwest and Southeastern sections of the country leading in the building program.

Included in the national total are 5,840 nonfederal projects in the 1938 program which had to go under construction by January 1, 1939. Of the \$1,412,000,000 estimated cost of nonfederal projects in the 1938 program, Region No. 2 had projects with an estimated cost of more than \$379,000,000 "in work." In the states which make up Region No. 3, as many as 1,087 projects, with an estimated cost of \$178,662,000, are under construction.

SCHOOL-BOND SALES

During the month of February, school-bond sales were made in the amount of \$8,237,250. The

largest sales were made in New York where \$2,200,000 were sold.

Tax-anticipation notes and short-term paper were sold in the amount of \$2,986,900.

SCHOOL-BUILDING CONSTRUCTION

During the month of February, Dodge reports contracts let for 278 educational buildings, involving 4,416,000 square feet of floor area. The valuation of these buildings will be \$21,827,000.

During the month of February, in 11 states not included in Dodge, contracts were let for 19 new school buildings, at an estimated valuation of \$2,060,000. One additional project, in preliminary stages, was reported at a cost of \$150,000.

COMING CONVENTIONS

April 3-6. Northwest Association of Secondary and Higher Schools, at Spokane, Wash. P. S. Filer, Spokane, secretary.

April 5-7. Inland Empire Education Association, at Spokane, Wash. James Burke, Spokane, secretary.

April 5-8. Eastern Commercial Teachers' Association, at New York City. R. C. Goodfellow, Newark, N. J., secretary.

April 6-8. Tennessee Teachers' Association, at Nashville. A. D. Holt, Nashville, secretary.

April 10-14. Association for Childhood Education, at Atlanta, Ga. Mary E. Leeper, Washington, D. C., secretary.

April 12-14. Kentucky Education Association, at Louisville. W. P. King, Louisville, secretary.

April 17. North Indiana City Superintendents' Association, at LaPorte. E. B. Wetherow, LaPorte, secretary.

April 17-18. Wisconsin Music Teachers' Association, at Milwaukee. Bertha Klingholz, Manitowoc, secretary.

April 21-22. Wisconsin City Superintendents' Association, at Madison. R. J. McMahon, Oshkosh, secretary.

April 21-22. Wisconsin Association of School Boards, at Madison. Letha Bannerman, Wausau, secretary.

April 25-28. American Association of Collegiate Registrars, at New York City. E. C. Miller, University of Chicago, Chicago, secretary.

April 27-29. Michigan Schoolmasters' Club, at Ann Arbor. H. A. Tope, Ypsilanti, secretary.

June 19-22. National Conference on Visual Education, at Chicago, Ill. A. P. Hellis, director, Chicago, Ill.



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School Hygiene Notes

THE FORT MADISON CHILD HEALTH FUND

The public schools of Fort Madison, Iowa, under the leadership of Zoe Mertens, school nurse, and the grade principals, have developed a comprehensive plan for taking care of indigent pupils in the local schools.

In 1932, when the depression began to interfere with the proper care of children, the teachers formed an organization to raise money for food and medical care. At first they gave 2 per cent of their salaries, but now that is no longer necessary.

In the year 1938-39 over \$4,000 will be spent on health work in the schools. Heretofore immunization against diphtheria was given when the children entered school. Now, each September, 200 children over nine months of age are given toxoid, at a cost of one dollar each. As a result diphtheria as a scourge to childhood has been eliminated from Fort Madison. Eight hundred dollars will be spent on tonsillectomies and medical attention this year; \$1,500 on milk, lunches, and clothing; and \$800 for dental work. All children have been tested twice for hearing defects, by Dr. Gardner of the State University, and as a result a lip-reading teacher has been hired.

For this work the local Red Cross organization gives annually \$400, the Rotary Club \$200, the board of education \$500, the King's Daughters and the parent-teacher associations, \$200 each. A card party and a carnival usually net \$1,000. Donations this year from citizens, the American Legion, the city council and

board of supervisors, and the grade and parochial schools will total another thousand. Each year someone who calls himself the unhonored and unsung taxpayer makes an anonymous contribution because he believes it to be "the best work the schools are doing." This year he will give a thousand dollars and after that \$2,000 a year. Only the superintendent of schools knows his name.

All pupils when they enter the junior and senior high schools and students participating in physical education and athletics must pass a thorough physical examination under a physician each year. The Fort Madison Medical Society agreed to do this for \$2 for each examination. If the parents of the child are financially able to pay for the examination, they have done so; if not, the expense has been checked out of the Child Health Fund. Approximately 400 school children have received this service since September 1. Weak hearts and lungs, failing eyesight, bad tonsils, etc., have been found. Several cases have already been taken care of, and several are now being treated.

The fact that so many organizations contribute to this fund indicates that it has enthusiastic support. With few exceptions, teachers and principals believe it to be the best work they do and support it with unstinted effort and their own money. The work is being conducted with the support and advice of A. I. Tiss, superintendent of the Fort Madison public schools.

REPORT SCHOOL ACCIDENTS

To keep teachers and janitors conscious of the need for safety in the school buildings and on the school grounds the administrative staff of the Evansville, Ind., public schools requires prompt reports on all accidents. A summary of the reports is published semiannually for the

benefit of teachers, principals, and janitors. Supt. F. H. Bosse requires a report of all accidents, major and minor, which are the result of a child doing something which is prohibited, also of all serious accidents which are unavoidable. Unavoidable accidents such as scratches, cuts, and bruises are, of course, not reported.

HYGIENE AND SANITATION

♦ Sturgis, Mich. An eyesight clinic was conducted in the gymnasium building of the Central School, in January, in connection with the enlarging of the eye-saving program of the Sturgis Exchange Club. The public schools co-operated in the project, taking a sight survey of all children in the schools.

♦ The school board of Gillespie, Ill., has employed a school nurse to look after the health of the pupils in the grade schools.

♦ Junction City, Kans. The board of education has voted to co-operate with the local dentists and the state board of health next fall, in inaugurating a system for the examination of children's teeth.

♦ Grand Rapids, Mich. The board of education has approved a WPA health examination project for elementary-school children, suggested by the city health department. The project requires no actual cash outlay by the board. The total cost of the work will be \$111,829, of which 92.4 or \$103,312 is in the form of federal aid.

♦ Boxford, Mass. A dental health program has been carried on in the schools, under the direction of Dr. Stephen Maddock and Mrs. Therese Plummer. The dental work is carried out at a reduced cost to parents. There is no expense charged to the town.

KANSAS JANITOR-ENGINEER SCHOOLS

The thirteenth annual series of the Kansas Janitor-Engineer Schools will be held in Wichita, June 5 to 9; in Topeka, June 12 to 16; and in Hays, June 19 to 23. These schools are conducted under the direction of the Kansas State Board for Vocational Education.

School Boards as Seen by Superintendents

Typical Expressions at the Cleveland Convention

BUILDING A HIGH TYPE OF LAY LEADERSHIP

John C. Lindsey, Superintendent of Schools, Mitchell, South Dakota

Since the schools of a Democracy must in the last analysis be under the control of the people, it is necessary that those in immediate control of the school program, that is, the board of education, be endowed with fine leadership qualities. They should be well educated in the sense of possessing a fine discrimination between real and superficial values.

Probably the most important duty of the board is to select the best superintendent within their capabilities and purse. The board and superintendent will then join forces in lay and professional leadership for the best school system possible—the superintendent to direct and administer, the board to weigh, advise, co-operate, check, and support the superintendent in his great task of training for citizenship. To secure and retain a high type of lay and professional leadership, it is necessary: First—To build such a condition.

Great care in the choice of candidates for positions on the board must be exercised. If necessary the suggestions may come from the board members themselves. They can do this with only the best results if they are broad and unselfish enough; and the public will welcome such procedure if they are happy and satisfied with their schools. Second—There must be a sane program of publicity so that the patrons are kept aware of school procedures and reasonably satisfied with results.

FUNCTIONS OF THE BOARD OF EDUCATION

Paul S. Amidon, Superintendent of Schools, St. Paul, Minnesota

The board of education representing the lay control, is the focal point through which the public secures the kind of schools it wants. One of the greatest responsibilities of the board is the selection of school personnel, particularly a superintendent in whom it has confidence and in whom the professional corps of the school system and the people of the community generally will have confidence. In recent decades, too, many superintendents have insisted that they, in a sense, operate as educational dictators, resentful of any encroachments that boards of education might have upon the authority that they assume to be theirs. Lay leadership has disappeared too much from the scene. One responsibility of the board is to procure from the superintendent constantly reports on the progress of the schools. Progress by the teachers and school officials is not always either understood or appreciated by a community unless the board of education, both as a board and through its individual members, is able to interpret progressive educational steps in practical ways and in everyday language. As school administrators our task is not to harp upon our rights as school executives, but to keep our boards of education informed and to expect them to study and know more about the fields of instruction, curriculums, personnel, guidance, research.

An important function of a board of education is to direct expenditures, representing the point of view of the community of taxpayers and parents whom it serves. It should set up carefully thought out, long-range programs of buildings, of the requirements for its personnel, and of progressive and comprehensive educational service.

One of its main jobs is enlisting community support. The members of the board, feeling the pulse of a community, interpret to the superintendent of schools, the special needs of the community as they become known to and through the citizens. The board, on the other hand, interprets to the community in nontechnical terms the purposes and educational accomplishments of the school system and thereby seeks to justify the financial outlay involved.

SELECTING CANDIDATES FOR SCHOOL-BOARD MEMBERSHIP

John L. Foust, Superintendent of Schools, Owensboro, Kentucky

There are at least two avenues open to a thoughtful superintendent through which he may work effectively toward getting a high type of lay leadership. One is privately to solicit desirable forward-looking citizens to offer for school-board positions. This is fairly safe, for generally the majority of the people are pleased to have an opportunity to support outstanding men. The main difficulty is in getting their names on the ballot.

The other plan, and a better one under some circumstances, is to influence a prominent citizen who is interested in the schools to quietly call together 8 or 10 men whose concern in the welfare of the schools is unquestioned, and ask them to survey the situation and decide upon some well-qualified persons who would be feasible candidates for school-board members and then to enlist them. These men serve as a check upon each other and the persons they select will usually automatically commend themselves to the public.

I realize that either of these plans could be easily bungled, but the use of them either directly or indirectly is about the only available means the professional leader has to participate.

HOW TO ATTRACT A HIGHER TYPE OF LAY LEADERSHIP

John J. Desmond, Jr., Superintendent of Schools, Chicopee, Massachusetts

The problem is to determine how best we may attract a higher type of lay leadership in education through a more representative membership in school committees of the best type of citizen. Membership on a school committee, like virtue in the proverb, must be its own reward. The utilization of service in this important civic duty as a steppingstone to political office not only detracts from the service rendered, but tends to destroy public confidence.

To be a representative body the committee should have as members persons of different philosophies rather than those of different political, social, religious, and national groups.

American education is a unit; it should be individualized for the best development of every pupil, child or adult, but not reduced to a caste system with emphasis on social status. The professions of medicine, law, and dentistry, as well as engineering, manufacturing, and retail trade, have valuable contributions to make to educational policy through membership on school committees.

No more comprehensive or altruistic form of public service can be found than that of the school committee member. It should be the objective of every public-school superintendent or administrator to be worthy of association with the fine type of representative citizens to be found rendering such service to the schools of America.

MAINTAINING A SOUND PROGRAM FOR THE COMMUNITY

H. Claude Hardy, Superintendent of Schools, White Plains, New York

The final authority in all educational matters should rest with local boards of education. School-board members represent the people to whom the schools belong. It is important that the school executive bring before his lay board for consideration a program that is sound and within the ability of the community to pay for.

The superintendent of schools has an obligation to see to it that the members of his board of education understand fully the educational implications of his recommendations, in order that they may be well informed on general educational theory and practice. A well-informed board member can be a great help in spreading good will for the school system, for he is usually in close touch with the people.

KEEPING THE SCHOOL BOARD INFORMED

William F. Shirley, Superintendent of Schools, Marshalltown, Iowa

There is a very definite need of perfecting machinery by which school-board members as a whole may be made acquainted with what is being done in various school systems throughout the country. To my way of thinking, there are two methods by which board members can get this desired information.

The first method is through the medium of publications written with especial reference to the viewpoint of the school-board member, and it seems to me that this need is rather adequately met by at least one publication of national circulation. The second method is by means of conventions and conferences, and it seems to me that this method has been developed in a satisfactory manner. If we could make this annual convention of administrators a convention of superintendents, business officials, and school-board members, together with those interested in giving professional courses in school administration, we would have taken a very decided step along the lines suggested.

I appreciate that this would be difficult of accomplishment involving as it would the elimination of allied organizations interested

(Concluded on page 72)

With the Superintendents at Cleveland

(Continued from page 56)

It would be difficult to imagine a more destructive criticism of present day social, political, and educational conditions than the one presented to the convention by Dr. Harry Elmer Barnes, of New York City, who took up "The Purposes of Education From the Standpoint of Society." Dr. Barnes holds little hope for America as a democracy, unless we develop a conscious educational program which will meet the challenges inherent in modern life. In fact we shall soon live under some form of Fascism or Communism unless through education we radically reform our capitalistic economic system and change our "balanced" governmental organization.

Dr. L. Thomas Hopkins, discussing "The Purposes of Education From the Standpoint of the Individual," urged that children be taught to satisfy their normal needs but that they be held to postpone these satisfactions until they may do so intelligently and without impulsive behavior. He urged that the democratic purposes of life be made an inherent part of education, and that the controls of life be developed from an inner understanding rather than from an authoritarian form of instruction. Supt. Ben Graham, of Pittsburgh, urged that education emphasize the right use of leisure and that more attention be given to educational guidance and vocational education.

"The Challenge of Crime" occupied the convention on Wednesday evening. Mayor Harold H. Burton, of Cleveland, described the local law-enforcement program and showed that excellent results have been achieved in breaking up boy gangs through the establishment of "boy towns," or community centers operated for and by boys. Warden James A. Johnston, of Alcatraz Prison, San Francisco, and Austin H. McCormick, Commissioner of Correction for the City of New York, discussed the prevention of crime by means of present available public instrumentalities.

The Thursday Sessions

The meeting on Thursday morning listened with much interest to Supt. L. J. Nuttall, of Salt Lake City, who developed the thesis that education is basically the greatest producer of wealth in a Republic in that it educates the workmen and business leaders who actually create new wealth, and also develops the consumers who use the consumable goods. Because education completes the economic cycle that permits of the development and utilization of natural resources and actually makes possible all prosperity, education deserves to be adequately supported. Dr. Nuttall urged that educators should carefully study the economic needs of education so that they may share rightly in the wealth which education creates without itself becoming a burden to the economic organization. Business and political leaders should know what education needs so that they may intelligently support it.

Dr. Fletcher Harper Swift, of California, declared that school finances are in a chronic pathological condition. He called attention to the fact that the industrial and social, as well as the economic crises of the great European countries—England, France, Italy—did not affect the educational systems of those countries because they were completely and adequately supported from national funds. He urged that the federal-aid bills now before Congress be supported, even though it may be necessary to include limited aid to private schools.

Mr. Allen A. Stockdale, in discussing "The Role of Business in a Democratic Society," called attention to the true values of individual enter-

prise, values that have been rather sneered at in recent years. He urged that business be given a chance through free enterprise and competition, to raise the total national income so that standards of American life may be lifted to new levels and education may receive the income necessary for its continued development.

The session on Thursday afternoon consisted of a panel for summarizing and implementing the program of the week. Unquestionably the fact that the superintendents of schools were concerned to summarize the discussions in order to intelligently report them to their boards of education caused the final meeting to be one of the largest and certainly the most enthusiastic of the week. A few of the members of the panel preferred to wander from the discussion of what had been said and to present additional viewpoints of their own, but Dr. Paul R. Mort, Dr. N. L. Engelhardt, and Dean J. B. Edmonson were particularly clear cut in their discussion of the speakers and programs.

The Business Session

The actual business of the Association is done behind the scenes by small groups selected previous to the annual convention. Time-wasting business meetings are completely eliminated. The Association elected as its officers the following:

President, Ben G. Graham, Pittsburgh, Pa.; first vice-president, John A. Sexton, Pasadena, Calif.; second vice-president, Homer W. Anderson, Omaha, Nebr.; William J. Hamilton, Oak Park, Ill., was elected executive committee member.

The Discussion Groups

As in previous years, some of the best sessions and the most constructive addresses were enjoyed by small groups. The discussion groups on Monday, Tuesday, and Wednesday afternoon were entirely practical in spirit and brought to the fore leaders in administration whose messages were equally as important as those of the large general sessions. The group which discussed "Problems of School-Business Administration" on Monday afternoon was particularly helpful. Dr. Ward G. Reeder, of Columbus, Ohio, discussed the measurement of excellence in school-business administration, pointing out recent research studies which afford objective means of measurement. Mr. Philip Hickey of St. Louis,

who discussed the training needed by business administrators said:

"The demand for enlightened information upon school problems interpreted in dollars and cents becomes necessary as never before since the schools must for the first time compete with worthy social-service enterprises, such as care of the aged, children, unemployed, and all of the other factors making up the field of social security. If the public is to appreciate the work of schools, it must realize that the dollar return of the schools to the public represents one of its best investments."

Dr. George D. Strayer, Jr., showed that business administrators of school systems are professional men who must have at their command the underlying theory as well as the accepted practices in insurance, accounting, purchasing supplies and equipment, the operation and maintenance of buildings, etc. Public finance is an important element of their work, including as it does budgeting, tax procedures, issuance of bonds, safeguarding public funds.

Dr. H. H. Eelkema, of Duluth, Minn., in discussing the professional status of city superintendents, showed that 18 per cent of the men in large cities hold the Ph.D. degree, while 83 per cent have earned the A.M. degree. Similar satisfactory growth in scholastic degrees has been recorded in smaller communities.

School Boards Meet

Members of boards of education occupied the center of the stage at the Discussion Group B—Division III, on Tuesday afternoon. No professional schoolmen could exhibit a better grasp of fundamental principles of American life and education than were discussed by three members of the boards of education and no educators could express their convictions more ably than these speakers. The civic, social, and economic controls of education in our democracy were presented by Mr. James Marshall, president of the board of education of New York City. Theodore V. Quinlivan, Esq., of Springfield, Mass., traced the changing functions of local school boards, and Mr. John J. Allen, Jr., of Oakland, presented the work of the California School Boards' Association in protecting the schools against adverse legislation.

An equally effective program was held on Wednesday afternoon for the discussion of the planning of school buildings for the future school.

A few of the schoolmen are getting up courage to urge federal control of local and state school systems as a prerequisite of federal aid. Dr. George D. Strayer has been willing of late to admit a federal audit of the schools to determine the proper use made of federal grants in aid. Dr. Ward G. Reeder, at a session of the American Educational Research Association, held that the Federal Government should not undertake



Mr. Frank Gregor, President of the Associated Exhibitors, presenting American Educational Award to Payson Smith. Supt. A. J. Stodlard, at right, who eulogized Dr. Smith.



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to administer the schools but should insist upon guarantees that the moneys will be spent efficiently and honestly. Dr. Paul Mort expressed the fear that federal control of the use of any aid to the states would result in unpredictable realignment of school controls.

School Architecture

Valuable discussions of schoolhouse planning for small communities included a paper on the remodeling of school buildings, the services of state school-building divisions, and Dr. N. E. Viles, of the Missouri State Education Department, enumerated seven types of service which local school authorities need: (1) aid in the preparation of plans and specifications, (2) inspection and approval of plans, (3) continuing surveys for long-time planning, (4) inspection of new buildings, (5) studies of local financing, (6) aid in insurance programs, (7) promotion of better maintenance through inspections, janitor training, etc. Dr. Osman R. Hull, Los Angeles, in a discussion of school-building rehabilitation programs, showed that valuable salvage will result where the ultimate economy is combined with re-establishment of educational efficiency. Partial fireproofing, renewal of plumbing, heating, and electrical services, improvement of room layouts, repainting, and exterior remodeling may be done at 12 cents per cubic foot. Where the cost of remodeling is less than 50 per cent of a new building, the results are valuable. In many small communities such remodeling offers the only possibility of having a modern plant to fit a modern instructional program.

Dr. Ray L. Hamon, of Peabody College, Nashville, Tenn., defined the four essentials of any successful school plant as: (1) the functional plan, (2) provision for health and safety, (3) attractiveness, (4) cost. These essentials apply to the small as well as to the large school plant.

An important factor is requirements of adult use. The play, assembly, library, and dining areas of a small school should be planned for after-

school and vacation use by adults as well as for the regular school program.

Dr. Earl T. Platt, of the University of Nebraska, discussing the unique characteristics of small school buildings, pointed to the need for multiple use of rooms, the changing curriculum, and the adult uses of schoolhouses. His paper appears on another page of this issue.

At the annual meeting of the National Advisory Council on Schoolhouse Construction, Supt. Chester F. Miller, of Saginaw, Mich., presented an extensive review of the program which has resulted in the construction of the new Arthur Hill High School.

Urges Democratic Education

The Association approved without dissent resolutions calling for:

First. Intensive education for the preservation of democracy, with stress to be laid on the teaching of democratic principles to enable an intelligent understanding of its problems.

Second. Adequate services for adjustment, guidance, and vocational placement of youth, whether in or out of school.

Third. Censure of the development of two public-school systems in the country, one controlled by Washington, the other by the localities and states; this was called "dangerous when authoritarianism and regimentation are gaining the upper hand in so many countries."

Fourth. Indorsement of federal aid for public education on a program of equalization of education as embodied in a bill introduced in the senate.

Fifth. Establishment of more classes on "economic and social" realities in the public schools.

Sixth. A protest against a proposal to substitute an administrative department for the District of Columbia's present school board.

TEACHERS' SALARIES

♦ Springfield, Mass. The school board has voted to reduce the maximum salary rates in all

supervisory positions and to discontinue department heads with extra pay, in order to effect an economy of \$12,000 in salaries during 1939. By its action the board has retained the system of increments and has placed the burden of the economies on those in the higher-pay brackets.

♦ Lewiston, Me. The school board has completed a six months' study of salaries and has voted to revise the system of regulations affecting salaries of teachers. The new plan sets minimum and maximum and provides annual increases for teachers taking summer courses. In the elementary schools, teachers will start at a minimum of \$850 and advance at the rate of \$75 up to a maximum of \$1,375. Elementary principals will begin at \$1,475 and advance by annual increases up to a maximum of \$1,700. In the high schools, women teachers will begin at a minimum of \$1,200 and will advance to a maximum of \$1,700. Men teachers will receive a minimum of \$1,300 and will work up to a maximum of \$2,100.

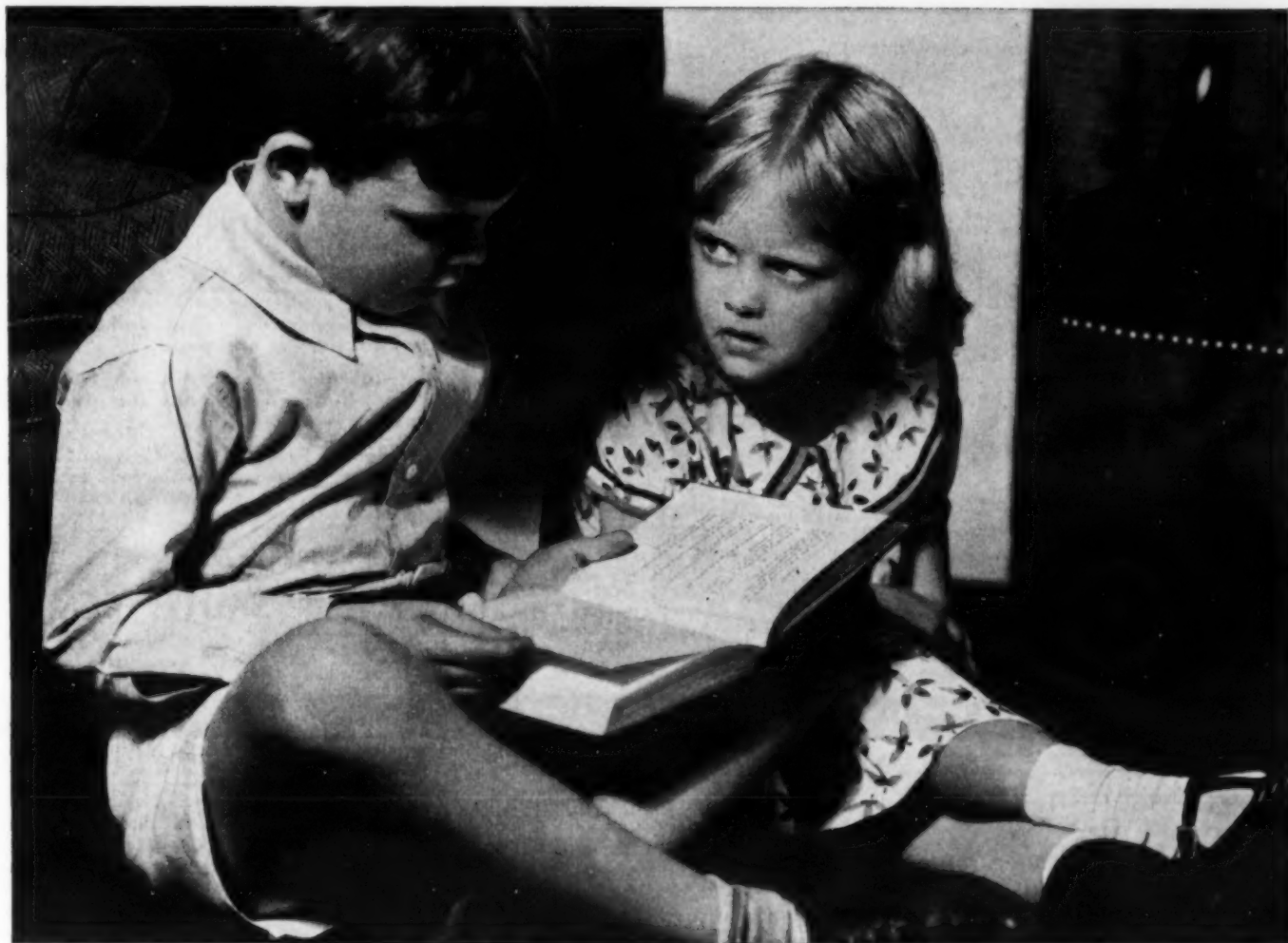
♦ South Sioux City, Iowa. Salary increases totaling \$1,400 have been given to teachers in the city schools by the school board. The increases are in part, a restoration of salary reductions made during the depression period. The superintendent of schools was given an increase of \$200 a year.

NATIONAL CONFERENCE ON VISUAL EDUCATION

The ninth annual Conference on Visual Education and film exhibition will be held June 19-22, in the Francis W. Parker School, Chicago, Ill. Both 16-mm. and 35-mm. projectors—sound and silent—will be in operation daily. It will be an opportunity to actually see the largest collection of worth-while nontheatrical films exhibited at any one place, anywhere.

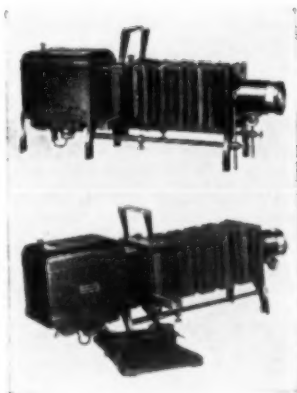
Teachers, principals, superintendents, and heads of educational institutions are especially invited to be present at the conference. Information concerning the conference may be obtained from Mr. A. P. Hollis, director, 1111 Armitage Ave., Chicago, Ill.

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VITALIZE LESSONS WITH BLACKBOARD AND CHALK

KEEPING THE SCHOOL BOARD INFORMED

(Concluded from page 64)

in academic phases of school life, and I would not want to minimize the importance of these organizations. Nevertheless, we should have a convention devoted exclusively to the discussion of problems of school administration, and providing a program which includes representation from superintendents, business officials, school-board members, and specialists in the field of school administration.

SCHOOL BOARDS AND THE EDUCATIONAL PROGRAM

Selmer H. Berg, Superintendent of
Schools, Rockford, Illinois

Administration of public education constitutes one of the most important responsibilities in America. For the most part, this task is being performed by socially minded citizens, serving on boards of education without any financial remuneration. Here is democracy at its best, service to society without profit.

Profound social and economic changes greatly complicate the problems of educational planning and administration. To meet these conditions, the years of training in public schools are extended both downward and upward. Curriculums are enriched and adapted and wider use of the school plant is made for adult education and recreation. Synchronizing the changing activities of education and society will depend more upon the lay members of school boards than the professional administrator. Competition for

financial support is rapidly becoming keener with the number of governmental agencies constantly increasing. The contribution of education and its claim on the tax dollar will have new rivals. The defense of the financial support of education will have to be carried by school boards.

In the future, with closer integration of education and living, of school and community, school boards will assume more intimate responsibility for planning, interpreting, and promoting the educational program.

THE NEW NEED OF LAY LEADERSHIP

W. Max Chambers, Superintendent of
Schools, Okmulgee, Oklahoma

Securing a high type of lay and professional leadership for school systems was never more necessary, or important than it is now.

Only a hundred miles west of my community, three members of the board of education have either been indicted or imprisoned for betraying public trust and violating the laws of the state. Less than 30 miles north is another system of schools where a lay leadership slipped into authority and control of schools during a period of public indifference. They began immediately to assume professional responsibilities and a leadership that was untrained and unskilled in the practices and procedures of public education.

Also, there is an institution 50 miles to the east of me which is directed by an administrator of vision and intelligence, but controlled by a state-appointed board which recently had undergone investigation by the

legislature for large shortages of funds. Not so many miles in all directions there are occasional reports that lay leaders or board members have been incriminated, fined, or imprisoned for exacting tribute from Negro teachers whom they have employed.

Do we need an awakening of the consciousness for improved lay and professional leadership of our schools? What do you think? The lay and professional public leaders have a grave responsibility toward their youth. In addition, those in large centers have the added responsibility for providing patterns of honesty of purpose and practice for the smaller communities.

Our responsibility as administrators seems to be clearly defined. We need to present the cause of education and the importance of preserving the foundations of our democracy, through public education. Our surest claim for intelligent support by a high type of lay leadership is to be found in the reasons constantly before our intelligent and patriotic citizens.

NEWS OF OFFICIALS

• The school board at Uxbridge, Mass., has reorganized with the election of CHARLES A. LYNCH as president, and DR. JOHN J. ROBERTSON as secretary.

• The school board at Somerville, Mass., has reorganized with the election of WILLIAM J. KOEN as president, and DR. WALTER E. WHITTAKER as vice-president.

• DR. JULIUS BORASS, of St. Olaf's College, has been elected president of the Minnesota State Board of Education.

• The school board of Framingham, Mass., has reorganized with the election of MR. JAMES E. LUBY as president; CLARENCE L. BATES as vice-president; and DR. FRANK H. MCGAULEY as secretary.

• DR. J. L. GREENWELL has been elected a member of the school board of Pasco, Wash. He succeeds B. B. Horrigan, who resigned after eleven years of service.

• MR. JOSEPH E. HOWES has been elected president of the school board at West Tisbury, Mass.

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By Raphael C. McCarthy

"A valuable introduction to mental hygiene. . . His presentation of the nature of mental diseases and his emphasis on the importance of childhood years are lucid and in agreement with modern psychiatric and mental-hygiene concepts."—*Social Service Review, University of Chicago Press*. \$2.50

INTRODUCTORY CHILD PSYCHOLOGY

By William Kelly
and
Margaret Reuther Kelly

The authors' experiences as teachers and parents are combined in this presentation which combines the qualities of authority, practicability, and wide appeal and usefulness. Divided into four parts: the bases of growth and development, the exceptional child, the social and moral guidance of the child. \$2.75

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By Raphael C. McCarthy

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School Finance and Taxation

THE FEDERAL AID BILL OF 1939

The Federal Aid Bill, known as the Harrison-Thomas-Larrabee Bill, and providing for an annual appropriation for public schools in the various states, has the support of the National Education Association.

The senate bill was introduced with the following statement by Senator Albert Thomas, of Utah:

"One of the matters pending before the Senate when it adjourned last year was the question of a permanent policy with regard to federal aid to education. The Committee on Education and Labor of the Senate has devoted much time to this question in recent years.

"At the beginning of the 75th Congress, the Committee had before it the bill introduced by the Senator from Mississippi and former Senator Black of Alabama. . . . Shortly after, the President requested a special Advisory Committee on Education to consider and report. . . . The . . . Committee . . . brought in a comprehensive report, which was transmitted to Congress in February, 1938. . . . The senator from Mississippi and I drafted a substitute bill . . . approved by the Senate Committee on Education and Labor and . . . brought before the Senate. The substitute was discussed by the Senate . . . but could not be brought to vote. . . . It was agreed that the bill would be revised and reintroduced. . . . The bill has been thoroughly redrafted.

"The total appropriations . . . would begin . . . at approximately \$75,000,000, increasing to about \$208,000,000 the sixth year. The new bill . . . makes no change in any other laws relating to federal aid to education, such as the vocational-education laws. The purpose . . . is to assist in equalizing educational opportunities

without federal control over the educational policies of states and localities. . . . Every effort has been made to avoid any necessity or even occasion for the intervention of federal administrative officials. . . . The United States Commissioner of Education is not directed or authorized to approve or disapprove any plans of the states for the expenditure of the funds.

"The bill provides for the apportionment of the larger part of the fund among the States on an equalization basis, using the financial ability of the respective States . . . and the number of children of school age in each state. . . . The objective . . . is to put funds where they are needed, and only where they are needed. . . .

"As many Senators know, some controversy arose over the provisions of the former bill with respect to the availability of funds for certain services, including scholarships, which the States might choose to make available to children, including children attending sectarian and other private schools. The controverted provisions of the former bill have been eliminated entirely. . . . No provision is made for the payment of scholarships for children either in public or in private schools, in view of probable continuance of the student aid program of the National Youth Administration.

"The bill as a whole presents a comprehensive program. It provided for . . . grants for the operating expenses of public elementary and secondary schools, for improved preparation of teachers, for the construction of new school buildings . . . for the administration of state departments of education, for adult education, and for rural library service . . . for educational research and demonstration, for the administrative expense of the Office of Education, and for the education of children residing on the various federal reservations throughout the country. . . ."

The House Bill is identical with the Senate Bill and includes a section permitting the use of federal funds for the transportation and textbooks of children attending nonpublic schools.

SCHOOL LIBRARY COSTS

Statistics on Junior- and Senior-High-School Libraries, compiled by the American Library Association, indicate that this important school service represents approximately 1.5 per cent of the total annual expenditures for 1937-38. In the public high schools reporting, the total expenditures were as follows:

	Total	Per Cent
Total High-School Salary Expenditures, exclusive of libraries	\$132,381,390	55.5
Total Nonsalary High-School Expenditures, exclusive of libraries	104,225,003	43.4
Expenses for Libraries, other than for salaries	1,923,456	0.8
High-School Library Salary Expenditures	1,617,769	0.7
Total Spent for Libraries	3,541,225	1.5
Total High-School Expenditures	240,147,618	100.

NET LOSS IN NEW YORK CITY ON STATE AID

Directors of the Merchants' Association of New York, in a recent statement, have indicated that New York City pays back to New York State each year in the form of taxes, \$27,000,000 more than it receives from the state in the form of school aid. Since the city thus indirectly contributes to the support of public schools in other parts of the state, it is believed that it should be concerned with attempts to operate upstate schools more efficiently and economically. It therefore endorses the Regents' recommendation for reorganization of the upstate school districts from the present 7,900 small rural divisions to 500 or 600 consolidated districts.

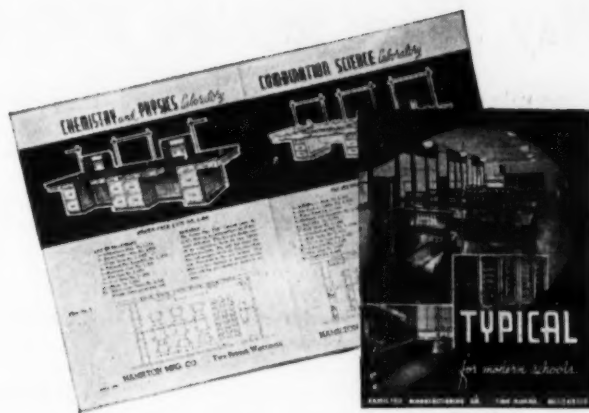
The report brings out that New York State is spending this year more than \$123,000,000 on state aid for common schools. New York City receives some \$55,000,000 of this amount, of 44.7 per cent. New York City, however, pays 67 per cent of the state taxes, or \$82,400,000 for state aid to common schools.

The Association points out that although the inclusion of kindergarten pupils would result in a substantial increase in the cost of state aid,

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this would be offset over a period of years by
the decrease in the total number of school pupils,
which has already begun.

FINANCE AND TAXATION

♦ Atlanta, Ga. The board of education has
adopted a "temporarily balanced" budget, with
a reduction of \$90,000 in expenditures. Although
the budget cuts the proposed expenditures to
the present anticipated revenue of \$3,695,504, it
includes deductions amounting to \$45,264 which
must be restored before the end of the year.
Among the reductions were drastic cuts in fuel,
light, power, and gas items. Another list of items
amounting to \$45,000 may be permanently
deducted if necessary.

♦ Lexington, Ky. The board of education
closed the fiscal year 1938 with a cash balance
of \$45,533 in its general fund. Net assets, includ-
ing the general fund and the investment in build-
ings and equipment, totaled \$2,759,580, or
\$210,581 more than on December, 1937. A total
of \$52,800 was borrowed during 1938 in anticipa-
tion of tax collections and this was repaid be-
fore the close of the year.

The total value of the school properties, in-
cluding land and buildings, was \$2,316,913. Of
the total income of the board last year, \$457,916
was received from taxes, and \$118,887 from the
state as its per-capita distribution.

♦ Dr. Luther H. Gulick, director of the Regents
Inquiry of New York State, has sounded a warn-
ing against the continued expansion of the edu-
cational budget, on the ground that this may
"kill the goose that lays the golden egg."

Speaking on the subject, "Financing New
York's Public Schools," at a conference of the
Public Education Association, Dr. Gulick said
that there is a definite limit to what can be
collected in taxes, and that that limit is already
in sight. He said: "There are limits beyond
which we cannot go. I am not against educational
expenditures. I believe that they are essentially

constructive and wealth producing in character,
but however good our program, we must be
patient in advancing if that advance requires
additional funds. And we must remember that
there are other demands on the public treasury
besides education."

♦ Hartford, Conn. The school board has
adopted its 1939 budget, calling for \$3,453,335,
which is \$23,000 more than the estimate for 1938.
About 90 per cent of the budget is due to salary
increments established in the board's salary
schedule.

♦ Quincy, Mass. A budget of \$1,274,111 has
been adopted by the school board for the year
1939. This is an increase of \$3,300 over the
estimate for the year 1938.

♦ Cambridge, Mass. A school budget calling
for an expenditure of \$1,875,596 has been adopted
for the year 1939. The budget, which is \$76,000
less than last year, includes \$500 for compensa-
tion, and \$799 for boiler insurance.

♦ Houston, Tex. The board of education has
adopted a budget of \$5,970,849 for the school
year 1939. The largest item is \$1,533,673 for
salaries of teachers in elementary schools. For
junior-high-school teachers, \$990,338 has been
set up, and for senior-high-school teachers,
\$978,858.

♦ Paterson, N. J. A budget of \$2,368,000 has
been adopted for the year 1939. This is a reduc-
tion of \$32,000 from the estimate of 1938. The
largest item is \$2,132,500 for salaries of teachers.

♦ Little Falls, N. Y. The board of education
has adopted a budget of \$212,143 for the school
year 1939. This is an increase of \$2,763 over
the estimate for 1938.

♦ Hot Springs, Ark. The state board of educa-
tion has given the school board permission to
borrow \$50,000 against its unbonded debt to
meet its current expenses for the balance of the
school term.

♦ State Commissioner of Education T. H.
Alford of Arkansas, in a recent statement, warns

that 460 schools throughout the state may be
forced to close earlier, due to a lack of funds
to keep in operation. He pointed out that about
\$250,000 in additional revenue must be provided
from the state equalization fund.

♦ Englewood, N. J. The city council has ap-
proved the school board's budget of \$368,382 for
the fiscal year ending June 30, 1939, and the
estimate of \$404,166 for the year beginning July
1, 1939.

♦ Provo, Utah. The board of education has ap-
proved a revised budget of \$505,052 for the
school year 1939, which is an increase of \$67,835
in receipts and expenditures over the budget
approved at the beginning of the fiscal year.

♦ Springfield, Ill. The school board has ap-
proved a plan, submitted by Mr. N. J. Maldaner,
which calls for a week's vacation for all school
employees and the forfeiting of salaries for that
period. The plan is intended to cut an antici-
pated \$47,000 deficit in the educational fund
to \$1,000 and leave a \$4,500 surplus in the build-
ing fund. The week's vacation will cut educa-
tional fund expenses at a saving of \$600 in office
personnel salaries; \$18,000 in teachers' salaries;
and \$3,000 in general educational expenses.

♦ Atlanta, Ga. The mayor has approved the
school board's "temporarily balanced" budget,
calling for expenditures of \$3,695,504 for 1939.

♦ Irvington, N. J. The school board has
adopted a budget of \$1,153,542 for the school
year 1939-40. Of the total amount, \$846,892 will
be raised by taxation. The budget provides for
an increase of \$30,000 in salaries of teachers and
school employees.

♦ Brookline, Mass. The school board has
adopted a budget of \$963,191 for 1939, which is
an increase of \$16,900 over the estimate for
1938. The board reported that it had saved
\$13,649 from the appropriated budget of last
year.

♦ Medford, Mass. The school board's budget
for 1939 calls for \$1,134,089.

Play Space in New Neighborhoods

One of the valuable outcomes of recent programs for city and town planning is the increased attention given to provisions of education and recreation as indispensable elements of a residential community. In the past, sites for school buildings, parks, play areas have been largely afterthoughts or have been niggardly arranged. Because of its early recognition, the school has usually fared better than the newer types of social institutions for physical welfare and recreation.

The need for adequate playgrounds was strongly emphasized at the National Recreation Congress, held in Pittsburgh, Pa., during October, 1938. During the meeting the Society of Recreation Workers of America adopted a resolution calling upon the National Recreation Association to appoint a committee of not more than three members and to request representatives of other interested national organizations to confer with the committee for the purpose of determining reasonable standards of size, location, and type of outdoor recreation areas which should be permanently reserved near or within new housing units.

This committee has now prepared a report that should be of wide interest not only to school authorities but to all agencies interested in adult and child recreation and in community development. The report of the committee, which does not as yet carry the official endorsement of the co-operating organizations, calls attention to the fact that the present nation-wide public interest in housing is unprecedented. Large housing projects, many of them financed through federal funds, are being planned and built either by private enterprise or by local housing authorities.

How will this widespread building activity affect the recreation life of the people? Where are the children going to play? Are recreation facilities being provided for youth and adults? Are the costly mistakes of the past to be repeated or are these new communities being planned for healthful and happy living?

Whose responsibility is it for seeing that the recreation needs of people are not overlooked in the planning of new housing developments? The committee holds that it is everybody's business and cannot be passed on to "the other fellow." The purpose of the committee's report is to help point the way toward a satisfactory solution which can be found by the average community.

The Committee's Recommendations

"The committee, in presenting its recommendations, does so in the belief that if they are put into effect, a duplication of past mistakes will be prevented, a solution of neighborhood recreation problems will be achieved, and people in new housing developments will be assured a reasonable opportunity for a well-balanced outdoor recreation life.

"1. In the initial conception of any housing project, public or private, due consideration should be given to the recreation needs of the people who are to be housed. Since housing and recreation areas involve neighborhood and city planning, at the earliest stage practicable the individual or agency developing the project should consult with the city planning, school, park, recreation, or other local municipal agencies responsible for the city's recreation service, and together

with these agencies work out a plan for permanent dedication of areas necessary to meet these recreation needs.

"2. In every housing development, except where back yards are provided for individual families, play lots should be set aside within each block or for each group of dwellings.

"3. Within each neighborhood, whether composed in part or entirely of a housing development, there should be a properly situated playground of adequate size and suitable development.

"4. A playfield should be provided for the young people and adults within easy reach of every housing development, unless adequate playfield facilities are already available.

"5. Wherever practicable within housing developments, the space not occupied by buildings should be utilized for the informal recreation of children, young people, and adults.

"6. In planning for recreation developments the need of indoor recreation facilities should be considered as well as the need for outdoor recreation areas.

"7. Meeting the initial expense of acquiring permanent recreation areas and of developing the facilities does not solve the entire problem. In addition, consideration must be given to the problem of operation, maintenance, and leadership."

Co-operative Planning Needed

Other sections of the report deal with the importance of co-operative planning, describe the essential functions of active recreation areas of different types, and consider in detail the size, location, and development of the types referred to in the recommendations. The committee indicates that it is its desire to emphasize the following principles:

"1. The provision of recreation areas to serve people to be accommodated in housing projects as a problem of city or neighborhood planning.

"2. Intelligent provision of outdoor recreation areas, with an understanding of their types, essential functions, and requirements as to size, location, design, and facilities.



Children need outdoor play space.
— Lambert Photo.

"3. The working out of a plan for outdoor recreation areas in connection with housing projects, together with the need for indoor recreation facilities, these facilities to be planned in relation to the outdoor recreation features. Further, it is essential that housing and other agencies concerned must consider not only the areas and facilities to be provided but methods of financing and administering them."

Types of Municipal Recreation Areas

Many types of play areas serving different functions and varying widely in size, distribution, and development are meeting the recreation needs of people in American cities. Because of the varying conditions in different cities there is little uniformity or standardization in the properties included in the recreation system. The committee offers the following list which comprises the types most commonly provided and considered essential to a well-balanced system.

"1. *The Play Lot* is a small area intended primarily for the play of children of preschool age. This type serves as a substitute for the back yard or family lot and is seldom provided by the municipality."

The committee recommends that a play lot be provided for every 30 to 60 families, that it have an area of 1,500 to 2,500 sq. ft., that children should not be obliged to cross any busy streets, and that older children be forbidden to use the grounds. Desirable features in the play lot are a few pieces of small, safe, but attractive apparatus such as chair swings, low regular swings, low slides, sandboxes, and simple play materials.

"2. *The Children's Playground* is the most important play area for children between the ages of five and fifteen. It affords facilities for the essential and enjoyable play activities of this age group. Sometimes a section of the playground is developed as a play lot."

The children's playgrounds should be located within one-quarter mile to one-half mile walking distance from every home. One acre for each 1,000 total population is considered a reasonable standard. The following estimates of space requirements are suggested by the committee:

Child Population	Minimum Size of Playground Needed	
	(in square feet)	(in acres)
200	100,000	2.3
300	111,250	2.55
450	133,000	3.05
600	152,000	3.5
800	194,000	4.45
1,000	233,230	5.35
1,200	272,000	6.25

The chief features of the children's playground are an open area and apparatus with space for softball, soccer, tennis, handball, and volley ball for older boys and girls, an area for quiet games, crafts, storytelling, a shelter house, a wading pool, and possibly, a play lot for very young children. It may be advisable to allow an area for night use.

"3. *The Playfield* is the type of area affording varying forms of recreation activities for young people and adults of all ages. A section of the playfield is usually developed as a children's playground."

A playfield should be provided for every 20,000 of the population—one acre of playfield for each 800 people, a minimum of 10 acres for each field. The recreation features

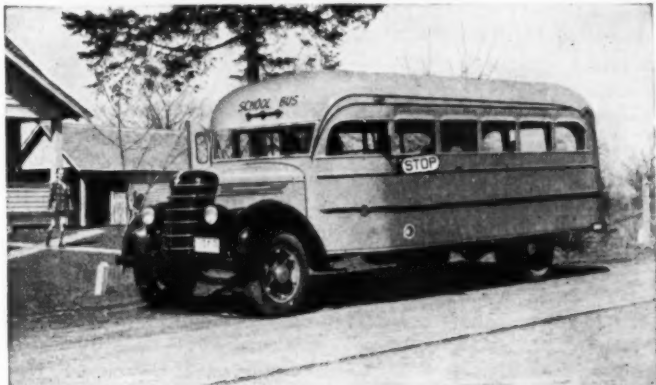
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INTERNATIONAL SCHOOL BUSES . . .

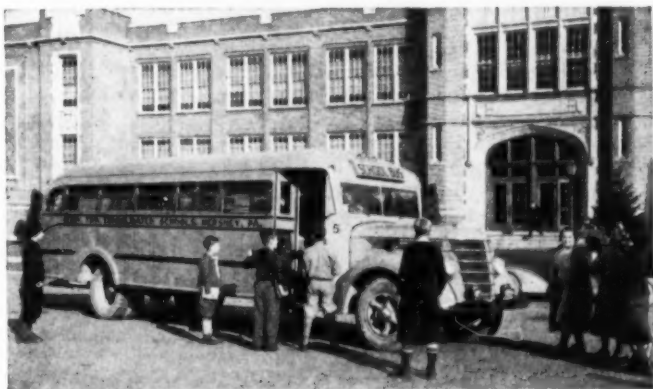
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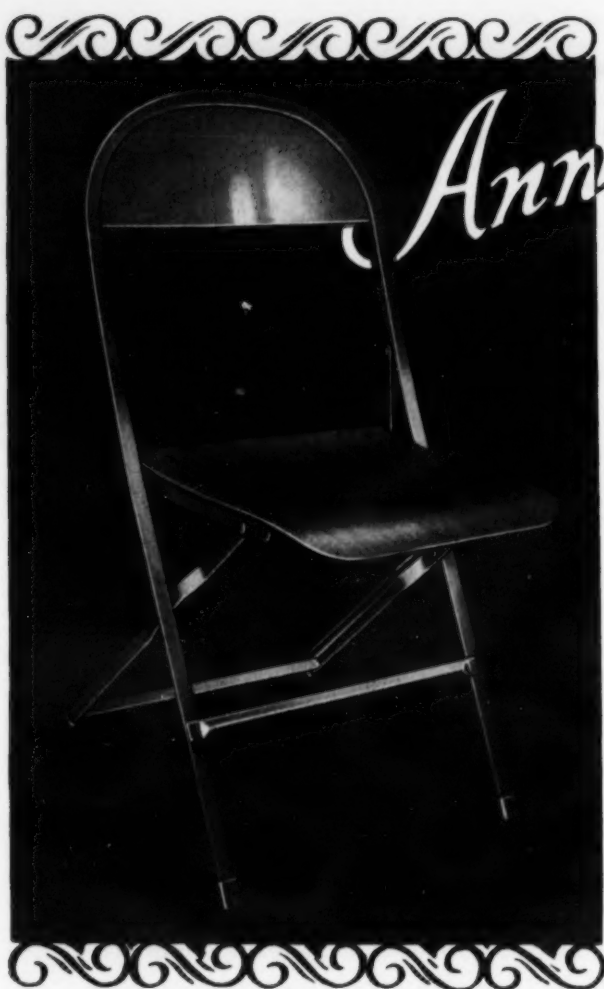
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(Concluded from page 76)

to be thus provided in a children's playground are a major sports area, fields, and courts for games, a swimming pool, a recreation building, etc.

"4. *The Large Recreation Park* provides an area where people may enjoy beauty of landscape and also where recreation activities of many types may be engaged in. Often this type of area includes one or more children's playgrounds and a playfield.

"5. *The Reservation* is a large area kept primarily in its naturalistic state, affording facilities for hiking, camping, picnicking, nature study, winter sports, riding, and outdoor activities.

"6. *Special Recreation Areas* include properties which have been developed for a specific purpose such as the golf course, bathing beach, municipal camp, swimming pool, athletic field, or stadium.

"7. There are other types of properties used incidentally for recreation, such as the in-town park, the neighborhood park, and the parkway.

"A system of municipal open spaces comprising all of the types suggested above requires at least one acre of open space per hundred of the population. To provide for a possible increase in the population it is well for at least 10 per cent of the total area to be in open spaces dedicated to recreation use."

A TESTING PROGRAM IN MEDFORD, MASSACHUSETTS

The use of standardized tests in the measurement of learning has increased as the methods of teaching have improved. The

diagnostic tests have been made more thorough and efficient because of the demand that has come in the remedial work that is being done in the tool subjects in the schools. Discussing these tests Supt. J. Stevens Kadesch writes in his recent annual report:

"The work of the supervisor of teaching in the Medford, Mass., schools has been valuable, since the major portion of the educational program in the schools must of necessity be based upon the results obtained by the various tests. During the school year 1937-38, there was effected a more complete gathering of data for making up more homogeneous groups than has been possible in previous years. This has resulted in the teachers being able to adapt their teaching program and methods to the capacities of individuals in their classes.

"The testing program in the junior high schools brought out the fact that one third of the seventh-grade pupils were severely retarded in reading ability. This reading retardation was one of the main causes of unsatisfactory work of these pupils in many of their junior-high-school subjects. Diagnostic tests were given to find out the particular difficulties of each pupil and then a remedial program was suggested.

"An attempt was made in one of the districts to see if it were possible to diagnose and remedy the reading difficulties of pupils before they entered the junior high schools. The fifth grade was selected for the tryout of this plan. The methods outlined for the junior high school were largely followed here. Skill in word analysis, experience in using words, and copious use of the dictionary, and a greater care in selecting material to fit the

pupil's ability are the most helpful measures to be used.

"Examinations were given to 140 pupils, whose birthdays occurred in February, March, and April, for admission to the first grade. Most of the children were admitted.

"Much time and energy of both pupil and teacher are wasted in educational efforts that lead to no certain goal. There is apparent need for a well-organized and directed guidance department in every school system. It must be continuous from education to vocation. Its function must be to help the individual pupil to know himself and to know the conditions in as many vocational situations as possible. Through tests, tryout courses, and study of interests, the information about each individual may be ascertained and used in the guidance program."

SCHOOL-BOARD FUNCTIONS

The work of board members and trustees is legislative rather than administrative in character. The board is the policy-forming body, outlining plans and establishing general purposes. The work of the superintendent or principal is concerned with the execution and fulfillment of these plans and purposes. In short, there is a marked distinction between these two fields of service, a difference recognized by the successful board member.—*Walter F. Dexter, State Superintendent of Public Instruction for California.*

EDUCATORS VS. DICTATORS

We teachers have to be careful when we speak of leadership in a democracy, for we are so likely to confuse leadership with direction.

We must be careful that the actions we take in the classroom do not become the actions of a dictator, a director, or an autocrat.—*Dr. Louis Nussbaum Philadelphia, Pa.*

Dr. Challman, who was born in Sweden, in 1867, was educated in the public schools of Rock



The Late Samuel A. Challman

Island, Ill., and in Augustana College. He held the degrees of A.B. and A.M.

Beginning his career as principal in Hope Academy, Moorhead, Minn., in 1888, Dr. Challman resigned in 1893 to become superintendent of schools in Detroit, Minn. In 1901 he went to Montevideo. After five years there he resigned to become State Inspector of Graded Schools in 1906. In 1913 he was appointed State Commissioner of School Buildings, a position which he filled until his retirement in June, 1935. Dr. Challman was the first to head a state bureau of school buildings in the entire country.

He was a member of the National Education Association and the Minnesota Education Association and was the author of numerous articles in school periodicals on the subject of school building. He was the founder and first president of the National Council on Schoolhouse Construction.

PASSING OF J. W. FRICKE

Mr. J. W. Fricke, a pioneer in school supplies and equipment on the Pacific Coast, died suddenly on Saturday, March 11, in San Francisco.

At the time of his death, Mr. Fricke was the president and owner of the J. W. Fricke Company, which he organized several years ago. He served as president of the National School Supplies and Equipment Association in 1923.

PERSONAL NEWS OF SUPERINTENDENTS

- Supt. C. E. DUDLEY, of Henderson, Ky., has been re-elected for his nineteenth term.
- Mr. ARTHUR A. KAECHELE has been elected superintendent of schools at Allegan, Mich. He was formerly principal of the high school.
- Mr. J. LYNN WILSON, superintendent of the Nashville, Ill., schools for eight years, died at his home on March 11, after a week's illness. He was 34 years old.
- Supt. VINTON BURT, of Springfield, Minn., has been re-elected for another year.
- Supt. E. N. FENNESSEY, of Murdock, Minn., has been re-elected for the next year.
- Supt. H. J. FOLKERDS, of Boyd, Minn., has been re-elected for another year.
- Mr. CHARLES C. MADEIRA, former superintendent of schools of Sunbury, Pa., died in Harrisburg, on March 1, after a month's illness.
- Supt. FRED L. KELLER, of Tarkio, Iowa, has been re-elected for a ninth term.
- Mr. JOHN ROLLAND VINCKEL, of Arlington, Nebr., has been elected superintendent of schools at Blair. He succeeds I. J. Montgomery.

DO SCHOOLS LIKE THEIR HAMMONDS?

Analysis of 40 replies to a questionnaire sent to 62 public high schools owning Hammond Organs

1. How do you use your Hammond Organ? Please check regular uses below and add any not listed.

Accompany choirs	<u>1944 1945 1946 1948</u>	Holiday programs	<u>1944 1945 1946 1948</u>
Accompany glee clubs	<u>1944 1945 1946 1947 1948</u>	May Day exercises	<u>49</u>
Accompany soloists	<u>1944 1945 1946 1947 1948</u>	Mealtime music	<u>49</u>
Adult education courses	<u>49</u>	Memorial programs	<u>1944 1945</u>
Appreciation programs	<u>1944 1945 1947</u>	Music for operettas	<u>1944 1945 1947</u>
Assemblies	<u>1944 1945 1946 1947 1948 1949</u>	Music for plays	<u>1944 1945 1947 1948</u>
Augment bands	<u>1944 1945 1946</u>	Organ instruction	<u>1944 1945 1946 1947 1948</u>
Augment orchestras	<u>1944 1945 1946 1947 1948</u>	Organ practice	<u>1944 1945 1946 1947 1948</u>
Basketball games	<u>49</u>	Organ recitals	<u>1944 1945 1946 1947</u>
Chapel services	<u>1944 1945 1947</u>	Outdoor concerts	<u>49</u>
Commencement exercises	<u>1944 1945 1946 1947 1948 1949</u>	Rallies	<u>49</u>
Community meetings	<u>1944 1945 1947 1948</u>	Sound effects for plays	<u>1944 1945</u>
Community singing	<u>1944 1945 1947 1948</u>	Student dances	<u>49</u>
Concerts	<u>1944 1945 1946 1947 1948</u>	Student teas	<u>49</u>
Faculty gatherings	<u>49</u>	Student Union	<u>49</u>
Football games	<u>49</u>	Study of acoustics	<u>49</u>
Gymnasium music	<u>49</u>	Study of sound	<u>49</u>
		Vesper services	<u>1944</u>

Movies	Study of electricity
Outdoor pageant	Study of arrangements
Radio broadcast	(harmony)

2. What is the total number of hours it is used each week? hope 18 hours
3. Who plays your Hammond Organ? Student 144 144 144 144 144 144
Faculty 144 144 144 144 144 144 144 Others 144
4. Are the students interested in learning how to play the instrument?
Yes 144 144 144 144 144 144 144 No 11
5. Has any provision been made for giving instruction in the playing of the Hammond Organ?
Yes 144 144 144 144 144 144 No 144 144 144
6. Do you charge for instruction or practice time on your Hammond?
Yes 144 No 144 144 144 144 144 144
7. Do you feel your Hammond Organ has been a worth-while investment for your school?

Best investment we ever made	1
Very much so; Decidedly	1794 1794 1794
yes	1794 1794 1794 1794
Too new to comment	1794
not yet	1

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News of Superintendents

- MR. CLARENCE W. LUBBERS, of Grandville, Mich., has been elected superintendent of schools at Lake Odessa.
- SUPT. E. B. WHALIN, of Raceland, Ky., has been re-elected for another term.
- SUPT. G. H. BURT, of Perry, Mich., has been re-elected for a ninth term.
- SUPT. D. R. LIDIKAY, of Council Grove, Kans., has been re-elected for a fifth term.
- MR. J. C. GREESON, of Mounds, Ill., will assume the position of county superintendent of schools at Toledo, Ill., on June 1.
- SUPT. L. H. PETIT, of Chanute, Kans., has been re-elected for a two-year term.
- MR. T. L. ARTERBERRY has been elected superintendent of the graded and high schools at Scottsville, Ky. He was formerly principal of the high school at Beattyville.
- SUPT. A. R. EHRNST, of Holdingford, Minn., has been re-elected for a twelfth term.
- MR. PAUL M. WINGER, formerly principal of the high school at Sturgis, Mich., has been elected superintendent of schools. He succeeds Waldo L. Adams.
- SUPT. B. F. KIDWELL, of Russell, Ky., has been re-elected for another term.
- SUPT. H. C. TAYLOR, of Elizabethtown, Ky., has been re-elected for a four-year term.
- SUPT. MILTON C. POTTER, of Milwaukee, Wis., was honored by his friends and coworkers on March 1, when he completed a quarter century of service as head of the Milwaukee city schools.
- The Degree of Doctor of Education was conferred upon GERALD A. WILBER, supervising principal of the public schools of Falconer, N. Y., at the midyear convocation of the University of Buffalo, held on February 22. Dr. Wilber was previously given the degrees of bachelor of science and master of education by the same institution. The title of his thesis was "Six-Year Elementary Schools in New York State."
- MR. P. A. GETZ, a pioneer educator of Oregon, died at Portland, on February 12. He founded the first high school in Oregon, and was at one time head of the State Normal School at Ellensburg.
- SUPT. H. A. JORDAN, of Pasadena, Tex., has been re-elected for another year.
- SUPT. ALFRED L. DAVIS, of Blackshear, Ga., has been re-elected for a two-year term.

- SUPT. O. E. KNUDTSON, of Pipestone, Minn., has been re-elected for his eighth term.
- SUPT. T. I. FRIEST, of Wisner, Nebr., has been re-elected for his twelfth year.
- MR. DWIGHT M. LYDELL has been elected superintendent of schools at Monrovia, Calif. He was formerly business assistant.
- SUPT. I. R. HUTCHINGSON, of Rosoe, Tex., has been re-elected for another year.
- MR. NATHAN L. HONEYCUTT has been elected superintendent of schools at Wartburg, Tenn. He succeeds L. R. Schubert.
- SUPT. PAUL M. REID, of Tekamah, Nebr., has been re-elected for a three-year term.
- SUPT. EARL LANCASTER, of Corunna, Mich., has been re-elected for a third term.
- SUPT. PAUL M. VINCENT, of Stevens Point, Wis., has been re-elected for a three-year term.
- MR. DAVID R. ROBERTS, of Elgin, Iowa, has been elected county superintendent of schools at West Union. He succeeds L. G. Meyer.
- SUPT. A. H. JENSEN, of Carroll, Nebr., has been re-elected for a third term.
- SUPT. M. C. MUNSON, of Preston, Minn., has been re-elected for his ninth term.
- SUPT. F. DON MACLAY, of Neligh, Nebr., has been re-elected for a three-year term.
- SUPT. JOHN J. SKINNER, of Fairmont, Minn., has been re-elected for another term.
- SUPT. A. G. SCHROEDERMEIER, of Dodge City, Kans., has been re-elected for another year.
- SUPT. P. A. JACOB, of Norwalk, Conn., has been re-elected for a three-year term.
- SUPT. L. W. MAYBERRY, of Wichita, Kans., has been re-elected for another term.
- SUPT. C. E. ST. JOHN, of Arkansas City, Kans., has been re-elected for a two-year term.
- SUPT. R. A. COX, of North Little Rock, Ark., has been re-elected for a three-year term.
- SUPT. P. M. ATWOOD, of Staples, Minn., has been re-elected for another term.
- SUPT. K. R. HINKHOUSE, of Caldwell, Kans., has been re-elected for a two-year term.
- MR. HARVEY E. GAYMAN has been elected executive secretary of the Pennsylvania State Education Association. He succeeds J. Herbert Kelley, who has retired.
- SUPT. H. P. DUBKE, of North Mankato, Minn., has been re-elected for his eleventh term.
- SUPT. H. L. SMITH, of Paducah, Ky., has been re-elected for a four-year term, beginning July 1.
- SUPT. FRANK S. EAKELEY, of the Los Angeles Heights Independent School District, San Antonio, Tex.,

has been re-elected for a three-year term, beginning July 1. Mr. Eakeley has completed thirty-two years of service, nineteen years in the San Antonio schools, and thirteen years in the Los Angeles Heights schools.

- SUPT. V. W. MILLER, of Dayton, Tex., has been re-elected for a three-year term.
- SUPT. E. J. TAYLOR, of Winnebago, Minn., has been re-elected for another year.
- SUPT. WILLIAM J. HAMILTON, of Oak Park, Ill., has been elected a member of the executive committee of the American Association of School Administrators.
- SUPT. JOHN V. KIPP, of Randolph, Minn., has been re-elected for his fifth term.
- SUPT. DELBERT E. JONES, of Crofton, Nebr., has been re-elected for a second term.
- SUPT. R. E. JACKSON, of Tilden, Mo., has been re-elected for the next school year.
- SUPT. W. E. LAWSON, of Cynthiana, Ky., has been re-elected for another year.
- DR. THOMAS W. PATON, 70, former principal and superintendent of schools in Iron Mountain, Mich., died on March 1, in Ann Arbor. He was a graduate of the University of Michigan Medical School, in the class of 1902.
- SUPT. D. H. STANDARD, of Cordele, Ga., has been re-elected for another year.
- MR. HOMER L. SAMUELS, of Holly Springs, Miss., has been elected superintendent of the Eupora Consolidated district schools at Eupora, Miss.
- PRESIDENT ROSCOE L. WEST, of the State Teachers' College, Trenton, N. J., has been appointed chairman of a national committee to promote the celebration of a century of teacher education in the United States. President West heads a group of ten men representing institutions for teacher-education throughout the country. The founding of the first state normal school, in Lexington, Mass., on July 3, 1839, will be celebrated on this occasion.
- MR. STUART T. VANDER VEN, of Swartz Creek, Mich., has been elected superintendent of schools at Brown City. The election becomes effective next September.
- SUPT. L. H. BATTLE, of Douglas, Ga., has been re-elected for another year.
- SUPT. S. F. MAUGHON, of Commerce, Ga., has been re-elected for his twelfth term.
- DR. JACOB THEOBOLD has recently been appointed Supervisor of the Junior-High-School Division of the New York City public schools, succeeding Dr. Loretto M. Rochester. DR. FRANK J. ARNOLD has succeeded the late Dr. John K. Bolen as assistant to Associate Superintendent Stephen F. Bayne, in charge of the Elementary-School Division.



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City State

School Administration News

NORTH PLATTE INTRAMURAL PROGRAM

The junior high school at North Platte, Nebr., has recently organized an intramural program, which is in charge of Mr. Charles J. Killian, principal of the school. The program which involves 92 per cent of all students in the competitive games, includes such games as football, basketball, baseball, horse-shoe pitching, and marbles. For the other 8 per cent who are unable to participate in strenuous games, such games as shuffleboard and similar activities are provided. A number of the members of the school faculty have given generously of their time on Saturdays, as well as on regular school days. Hiking trips are popular on Saturday afternoons when the weather permits.

The general interest is maintained and there is a friendly rivalry between the home rooms, classes, and departments. Pupils and teachers work, play, and grow happily together.

One of the recent innovations is mixed teams—boys and girls—working together on teams in different games.

The program is being carried out with the approval of Mr. W. J. Braham, superintendent of schools.

THE MOTION-PICTURE CAMERA IN BEATRICE

During the school year 1938-39 the school authorities of Beatrice, Nebr., inaugurated a program of motion pictures in which the publicity idea was carried out in advertising the school system. In beginning the work, a special list of picture suggestions was prepared for the elemen-

tary, the junior high, and the senior high schools. The work was divided under the heads of health, homemaking, vocations, citizenship, leisure time, fundamentals, and specials.

After a number of conferences, each school selected its activities from a preferred list. Each pupil was in a picture at least once. The completed pictures are a cross section of the entire school system.

The project has proved very successful in interpreting the schools to the public. The pictures will be shown in April, at a small cost, and will be available to interested local groups.

The work of taking the pictures was carried out with the assistance of a number of instructors, aided by certain members of the student body.

WILLMAR ADULT-EDUCATION PROGRAM

A new feature in adult-education work was inaugurated during the current school year, 1938-39, in Willmar, Minn., under the direction of Supt. A. M. Wisness. Under the program, a number of prominent citizens in the community volunteered their services as instructors in the various fields of work. In addition to three persons on the regular staff, five local citizens gave free time weekly to this work. One attorney taught problems in business law; another attorney had charge of an open-forum class; a local stenographer had charge of elementary and advanced classes in shorthand and typewriting; another person, a university graduate, had charge of the courses in elementary English; still another person, with a master's degree, directed the classes in speech education. The enrollment during the season approximated 400 adults, who attended classes at various times during the year.

SCHOOL ADMINISTRATION

♦ Butte, Mont. A new form of report card has recently been adopted. The card is the result of extensive research work on the part of a

committee of principals and teachers. The system provides for two forms—one for the first and second grades, and one for the third to the eighth grades inclusive. The elementary card emphasizes health habits, social habits, and work habits, as well as skills in the subject-matter content.

♦ North Mankato, Minn. A visual-education music room has been installed in the school building. Acoustical treatment of the walls and ceiling have made the room adapted for sound films and for band rehearsals. The cost of refinishing the room was \$800.

♦ The Minnesota School-Board Association, at its recent meeting in February, went on record favoring a continuance of the Minnesota High-School Training Departments. The fight which has been in progress for a number of years, still prevails as one of the major factors for consideration.

♦ Butte, Mont. A remedial reading program has been introduced in the freshman year of the senior high school. At the beginning of the school year 1938, tests for reading ability were administered to all freshmen, which indicated that 20 per cent were below the ninth-grade level. A reading course, under the direction of a specialist, has been inaugurated in the English section. The work is being conducted on the basis that if the reading ability of pupils is improved, there will be a consequent improvement in the ratings in other subjects.

♦ Newberry, Mich. A visual-education program has been introduced with the opening of the second semester of the schools. The program includes both silent and sound films.

♦ Carroll, Iowa. The school board has purchased a Bell-Howell 16-mm. motion-picture film for visual-education purposes.

♦ Amityville, N. Y. The school board has been asked to approve a proposed elective course in religious instruction for pupils. Under the plan, outside periods of study will be conducted under trained teachers.

♦ The school board of Waukesha, Wis., has

The "BUFF AGE" Gives Way to Color With a Purpose

Rainbow Hues Chase Blues at Shaw High

BY DAVID L. RIMMEL

Gloom and eyestrain at Shaw High School, East Cleveland, are out, chased by a rainbow of scientifically selected pastel shades for class rooms, up-to-the-minute light fixtures and cheerful corridors.

The combination of good lights and colors are already paying dividends in better order among pupils in the hall and better attention in classes.

"I was one of the biggest scoffers when it was talked about," Principal Dietrich admitted, "but as a supervising principal I step into a change the minute I step into a room. Eyestrain is gone, and pupils can relax."

To W. M. Council, business manager of the suburban school district and guiding spirit of the lighting program, it is all very simple. The particular color of each room is determined by its location in the building, the object being to furnish sufficient reflection of light to give every study desk twenty-foot candles of glareless illumination.

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issued a contract to the Lilley-Ames Company, through Jay Laing & Son, local clothiers, for 80 band uniforms, at a cost of \$2,985. The uniforms, selected by a committee of school-board members, pupils, and teachers, consist of maroon coats and gray trousers, trimmed with gold braid.

Funds for the uniforms were raised in the fall of 1938, through a series of benefit theater parties, sponsored by the school, and through donations from local firms, clubs, and individuals. The uniforms will be displayed for the first time in the civic Memorial Day parade, or at a spring concert to be given at the school.

♦ A radical reorganization of the Georgia State Department of Education has been ordered to make a saving of \$250,000 a year. The economies will be effected through the elimination of certain offices, the discontinuance of funds for school library work, and reduction of salaries.

♦ Birmingham, Mich. The school board has approved a plan, suggested by Supt. H. D. Crull, for checking punctuality and attendance in secondary schools. The plan requires the taking of attendance in the home rooms and for regular checkups at both the morning and afternoon sessions. A record of tardy pupils is furnished to teachers.

♦ Attleboro, Mass. The school board has authorized Supt. L. A. Fales to establish classes in citizenship for men and women preparing for naturalization.

♦ Ottumwa, Iowa. A new course in practical salesmanship has been established in the senior High school for senior commercial students and offers training through actual work in shops and offices. Employers are required to pay the student workers from fifteen to twenty cents an hour for their services.

♦ Lockland, Ohio. The school board has begun a study of vocational education with a view of establishing vocational courses next September.

♦ Addison, N. Y. The school board has passed a rule that no married woman teacher may in the future be employed. Married women at present on the school staff will retain their positions.

School Board News

LOUISIANA SCHOOL BOARDS DISCUSS SAFETY, TRADE EDUCATION, AND HOME ECONOMICS

Six hundred school-board members, representing every parish in Louisiana, were in attendance at the second annual convention of the Louisiana School-Board Association, held February 22 and 23, at Shreveport. Mr. L. P. Roy, Jr., Marksville, presided.

The opening session was held on Wednesday morning, February 22, with Mayor Sam S. Caldwell giving the address of welcome, and Dr. L. H. Pirkle, president of the Caddo Parish school board, giving the welcome for the host parish. Mr. C. T. Bienville, St. Martinville, gave the response to the welcome. The reports of the officers were read at that time.

Miss Anna Wooten, instructor in the Louisiana Avenue School, Shreveport, opened the program on Wednesday afternoon with a talk on "Teaching Safety in the Elementary School." Col. E. P. Roy led a panel forum on safety education, and Hon. T. H. Harris, state superintendent of education, gave a summary of the program.

On Wednesday evening the visiting board members of the state were guests of the Caddo Parish school board at a banquet in the Washington Hotel. Speakers on the program were Dr. L. R. Alderman, Washington, who spoke on "Vocational Guidance." State Supt. L. A. Woods, Austin, Tex., was also a speaker.

The Thursday morning program was devoted to vocational education, with the discussions led by S. M. Jackson and M. S. Robertson, of the state department of education. Hon. T. H. Harris, State Superintendent of Education, gave the summary.

Thursday noon the convention delegates were guests at a luncheon given by the Bossier Parish

school board, at which Superintendent Harris presided. The high point of this session was a model school-board meeting, put on by the Caddo Parish school board, with Dr. L. H. Pirkle presiding. A feature of the vocational program on Thursday was the demonstration put on by the home-economics department of the schools, under the direction of Miss Clyde Mobley, state supervisor of home economics. Two talks, "What Home Economics Means to Me," by Anna Barlow, a pupil in the Byrd High School, and "The Meaning of Home Economics to Boys in the Community," by Hubert Robinson, a pupil in the Sulphur High School, were given, followed by motion pictures showing home-economics activities in the state.

Short talks on rehabilitation students were made by Herbert Jones, Monroe; Lester Simoneaux, Plaquemine; and James Bond. A. J. Sarre, State Director of National Youth for Louisiana, also made a brief talk.

The Association adopted a new constitution, changing the name of the organization. A resolution was adopted asking that an amendment be proposed to return the severance tax to the state constitution. Other resolutions passed included one urging the special maintenance of roads used by school buses, one approving the Junior Game Warden Patrol of America, and one expressing thanks to the Caddo and Bossier Parish school boards.

The meeting closed with the election of officers for the next year. Mr. C. W. Thompson, Doyline, was elected president; C. T. Bienville, St. Martinville, was elected vice-president; and Fred G. Thatcher, West Monroe, was re-elected secretary-treasurer.

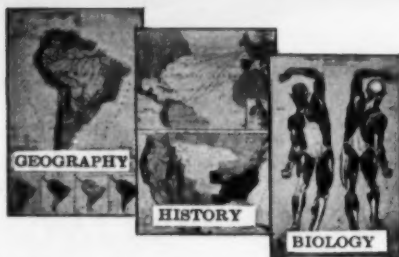
BOARDS OF EDUCATION

♦ D. A. Whelan has served on the school board of Mondovi, Wis., for thirty years. He has surpassed his father's record, who served twenty-one years.

♦ The people of Peoria, Ill., recently voted to create a seven-member school board, with election

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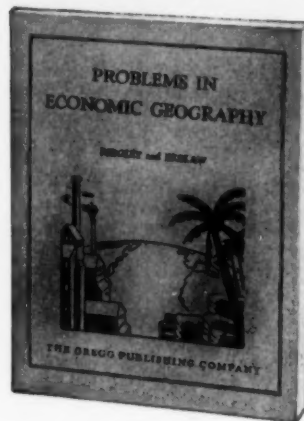
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at large, to replace the present board of 21 members, elected on ward lines. A local editor comments as follows: "A little reflection will show the wisdom of the change. Manifestly, sentimentalism and ward pride have no place in the administration of school affairs."

♦ Pontiac, Mich. The school board has ordered the payment of \$100 to the guardian of a kindergarten pupil who was injured last fall in a fall on a pair of scissors. The board also paid \$25 in attorney's fees for the child's lawyer.

♦ Detroit, Mich. Under a new pension plan for noncontract employees of the board of education, annuities will reach 50 per cent of the average salary for the last five years of service. The board will consist of three members of the board of education, the superintendent, and three elected employees. Percentages to be paid by employees will range from 1 to 5 per cent, according to the salary earned.

♦ Lake Wales, Fla. The Polk County school board has approved a 23-point governing policy for the county schools. The board has declared itself an administrative body and has designated the county superintendent as the executive officer, having all the powers and authority attached to such an office. The superintendent is given a free hand in recommending expenditures, employing personnel, and making up the annual budget. Authority has been given the superintendent to approve or reject requisitions for purchases of school supplies and equipment not to exceed \$100. Requisitions in excess of \$100 must be accompanied by at least three competitive bids and must be passed on by the board.

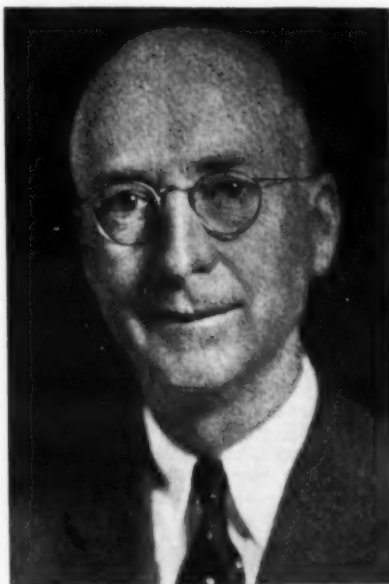
♦ Oklahoma City, Okla. A reorganization of the school board has been effected, giving complete responsibility for the administration of the school system to C. K. Reiff, superintendent of schools, and J. G. Stearley, clerk-business manager. Mr. Day Fezler, new president of the board, has named Mr. Reiff chairman of the education committee, and Mr. Stearley chairman of the purchasing committee.

PASSING OF JOHN J. CONWAY

Mr. John J. Conway, first vice-president and assistant treasurer of the Acme Shear Company, Bridgeport, Conn., died on Sunday, February 19, while en route to Newark to take an airplane to attend the 1939 convention of the National School Supply Association.

Mr. Conway was born October 8, 1878, in New Haven, Conn. He moved to Bridgeport early in life, where he received his early education in the Bridgeport schools.

He entered the employ of the Acme Shear Company in 1899 as a clerk. He became assistant secretary of the firm in 1906, and in 1910 was made assistant sales manager and export manager.



The Late John J. Conway

ger. In 1926 he became vice-president of the company and sales manager. He was elected vice-president in 1930, and in 1938 also became treasurer.

Mr. Conway was connected with the firm for forty years and had the respect and admiration of the community. He had served the city in various civic capacities and was a director of the Black Rock Bank and Trust Company. He held a high position in the Knights of Columbus.

Mr. Conway is survived by his wife, two sons, and a daughter.

PERSONAL NEWS OF SCHOOL OFFICIALS

• SUPT. L. C. CURRY, of Bowling Green, Ky., has been re-elected for a third term.

• SUPT. C. E. DEMERITT, of Flushing, Mich., has been re-elected for another year.

• MR. CHARLES E. LEAVITT has been appointed principal of the John D. Pierce Junior High School, in Grosse Pointe, Mich. He was formerly assistant principal and director of guidance in the senior high school.

• MR. MELVIN J. KRAUS, of Isle, Minn., has been elected superintendent of schools at Wabasha. He succeeds E. R. Foss.

• The school board of Turners Falls, Mass., has re-organized with the election of ALBERT E. CLARK as president, and MRS. MARY E. ARGY as clerk.

• MR. ROBERT CHENEVERT has been elected president of the school board at Dracut, Mass. LORRAINE CLOUTRE was elected secretary.

• DR. FRANCIS C. BATES has been re-elected president of the school board at Milton, Mass.

• SUPT. C. J. SANDERSON, of Clay Center, Nebr., has been re-elected for a fourth term.

• SUPT. F. C. THOMANN, of Pawnee City, Nebr., has been re-elected for a seventeenth term.

• SUPT. P. J. VINEYARD, of Nevada, Mo., has been re-elected for another year.

• MR. A. A. GOLASINSKI has been elected business manager for the board of education of Pasadena, Tex.

• MR. R. F. WALKER has been elected president of the school board at Dighton, Mass.

• MR. G. W. CARPENTER has been re-elected president of the school board at Greenfield, Mass.

• MR. FRANK K. TOLLES, of Geneva Center, Mich., has been elected president of the Van Buren County Association of School-Board Members. C. E. DILLEY was named secretary.

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UNIQUE CHARACTERISTICS OF SMALL SCHOOL BUILDINGS

(Continued from page 48)

school-building plans. To close a school building and erect a new and smaller one is, and will continue to be, an infrequent solution. The most feasible practice will be to use only part of the existing plant. The problem on both the elementary- and high-school levels is to build so that if space abandonment becomes necessary, the rooms to be shut off will be so located as to insure continued efficiency in operation and educational utilization.

Abandonment of space does not mean the discontinuance of curriculum activities. The activities, whatever they were, previously carried on in the abandoned rooms must now be cared for in the remaining rooms used. Space arrangement must be planned so that, under a circumstance of this type, no educational activities will have to be dropped because of space limitations. It must be possible to make the retained space serve new uses while still remaining equally serviceable to the old.

The Principle of Multiple Supervision

There are in the small school a number of desirable practices both in administration and instruction that can lead to high utilization of space as well as efficient management of teacher time. These practices, in the main, are dependent upon one teacher supervising simultaneously more than one activity. The construction and arrangement of the building must be such that all necessary multiple supervision can be carried on effectively. The arrangement of a library and study hall to allow supervision by one teacher is a very common application of this principle. In some cases the library is a part of the study hall; in other cases, it is separated by a glass partition or an arched doorway. In

fact, where instructional procedures warrant there is no good reason why a teacher in charge of a class could not also supervise the library-study hall when the combined group, as is frequent in the small school, does not become too large and when the proper building facilities have been provided.

Supervised correspondence study—which by its nature is a highly individualized instruction technique—demands a minimum of teacher attention. Therefore, in virtually every case pupils enrolled for correspondence courses can be supervised by a teacher who at the same time is handling one or more other activities. The effectiveness and economy with which correspondence study can be operated is proportional to the degree of forethought and planning that has gone into the arrangement of equipment and rooms for multiple supervision.

The Principle of Multiple Space Use

The number and variety of activities—extra-curricular, curricular, and community—that must be carried on in the relatively few space units of the small school, make it mandatory that some, and in many cases all, of these units must accommodate two or more activities. Since certain special rooms are indicated for every small school and few, if any, rooms may be designated as “standard” classrooms, the problem is basically that of making special rooms suitable for multiple use. Engelhardt and Engelhardt, as early as 1927, recognized this situation when they wrote: “Not only should buildings and grounds be designed and constructed for multiple use but laboratories and special rooms likewise. In planning the facilities for a small high school, multiple use is especially desirable.”¹⁶

Virtually every small high school is a functioning example—good, bad, or indifferent—

¹⁶Engelhardt, N. L. and Engelhardt, Fred, *Public School Business Administration* (New York: Bureau of Publications, Teachers College, Columbia University, 1927), p. 353.

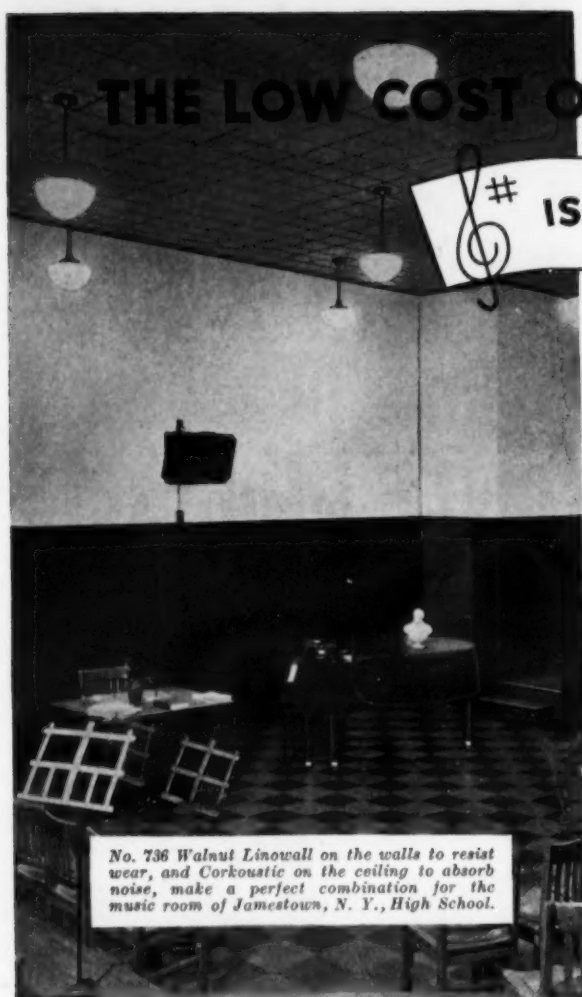
of the use of combination rooms. Some combinations have been used so long and so frequently that they have become, to a great extent, standardized. The auditorium-gymnasium and science-classroom-laboratory are illustrations of this. Lack of funds, overcrowding, and other local conditions have brought about various types of combinations. Much unwise combination has been the result.

There is a great need for a comprehensive study to determine the most feasible and effective combinations of activities for the small school. Stoneman, among other recommendations, suggests for the elementary school such combinations as (1) grades 4, 5, and 6; (2) kindergarten with grades 1, 2, and 3. On the high-school level such recommended room combinations as the following are found: (1) gymnasium-auditorium; (2) agriculture and general shop, sometimes with the science room as part of the same supervisory unit; (3) science laboratory and classroom with provision for multiple supervision; and (4) library-study hall-typing room-conference room. The special and combination rooms can easily accommodate classes in English, mathematics, social studies, and foreign languages. With definite modifications in the standards set for the large school, provision can also be made in these combination rooms for music, art, and health service.¹⁷

IV. Conclusion

It may not be out of place to repeat that the three principles for small-school-building construction—flexibility, multiple supervision, and multiple space use—have been recognized in building construction for a number of years. The point is that in no instance has any of the three principles been fully and scientifically employed, or has the interrelationship of the three

¹⁷Stoneman, Merle Arden, *Standards for the Small Twelve-Year School Building*, Unpublished Doctor's Dissertation (University of Nebraska, Lincoln, Nebr., 1938), p. 128.



No. 736 Walnut Linowall on the walls to resist wear, and Corkoustic on the ceiling to absorb noise, make a perfect combination for the music room of Jamestown, N. Y., High School.

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principles been established and effectively utilized in any one school plant.

A proper application of the principle of flexibility insures a building which will permit all but the most radical changes in schoolhouse construction at no or comparatively little additional expense. Adherence to the principle of multiple space use will make possible a varied and enlarged program of activities at all grade levels, and at the same time provide satisfactorily for more community enterprises. In those small schools where the most effective use of multiple supervision is obtainable, the organization and administration of the activities of the school program and of the community enterprises will be most successfully achieved. The rural area or small town which, in planning its school building, takes cognizance of the unique characteristics of the small school, will find that such observance will result not only in a more efficient school system, but in a happier community life.

Teachers and Administration

REGULATIONS GOVERNING PAYMENT OF TEACHERS WHO ARE ILL

The board of education of Ionia, Mich., has adopted new rules and regulations governing the absence of teachers because of illness. The only absence from duty which the board recognizes and grants automatically is that due to personal illness or death in the immediate family. The following regulations govern the payment of salaries to employees who find it necessary to be absent from duty because of personal illness or death in the immediate family:

A. During the first year of employment full compensation for a period of five days.

B. During the second year of employment full compensation for a period of ten days.

C. During the third year of employment full compensation for a period of fifteen days.

D. After three years of employment full compensation for a period of twenty days during any one school year, but not for two consecutive years without the approval of the board of education.

E. The board of education may require a doctor's statement before allowing the compensation for absence due to personal illness.

F. Conditions not met by the above regulations must be presented to the board of education for its deliberations and action.

G. Teachers absent in excess of the periods provided for in these regulations will have their salaries suspended.

I. Teachers finding it necessary to be absent from duty must report the facts to the superintendent as soon as known. When teachers are ready to return to duty they must also report the fact to the superintendent.

II. The superintendent will appoint all substitute teachers who are to be compensated at the rate of five dollars per day.

III. The superintendent will have power to grant teachers one day during a school year for the purpose of visiting other classes or schools, and for the purpose of attending educational conferences and conventions.

IV. Leaves of absence for a longer period than one day must have the official approval of the board of education.

V. The board reserves the right to modify these regulations without previous notice.

TEACHERS AND ADMINISTRATION

♦ Racine, Wis. By a vote of 952 to 28, residents of the city have recommended that boards of education be empowered to dismiss women teachers who marry. The vote was a result of the straw vote conducted by a local newspaper on the question. Should the board have the power to dismiss women teachers when they marry? The State Supreme Court had recently ruled that under the present tenure law, the board does not have the power to dismiss women teachers when they marry.

♦ Cheshire, Conn. The school board has

adopted a policy under which any full-time teacher who marries while under contract, will be relieved of her duties at the end of the term following her marriage, or at any time thereafter following thirty days' notice given by the board.

♦ Bath, N. Y. Women whose husbands are employed at a living wage will be refused positions in the city schools after the close of the current school term, under a recent ruling of the school board. Married teachers who are the sole support of their families are not affected. The action was taken in justice to young teachers who have been unsuccessful in obtaining positions.

♦ The Minnesota Supreme Court has ruled that teachers' salaries may not exceed city budget appropriations under the St. Paul city charter. The court denied \$230,000 additional pay for teachers for 1937 and reversed the Ramsey County District Court which had held for Mary C. Doyle, a high-school teacher. The Supreme Court held that the purposes of a budget would be frustrated if amounts in excess of the allotments were voted under the budget ordinance. The charter provisions which are a part of the teachers' contract respecting salaries clearly prohibit such payments.

♦ Governor Clifford Townsend of Indiana has signed a bill, providing several changes in the teachers' retirement fund law. Under the new law, teachers who were not in the fund may come in prior to December 31, 1942, if they pay arrearages in cash or in installments running up to the end of their 35-year periods of service. Teachers not in the old fund may remain if they choose, or prior to December 31, 1942, may enter the new fund. Teachers in the old fund may pay arrearages and receive \$960 pension or they may elect not to pay arrearages and have their three sevenths reduced proportionately.

♦ Teaneck, N. J. The voters have rejected a proposal calling for increases in teachers' salaries totaling \$17,000.

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This picture illustrates the great beauty of an Armstrong's Cork Tile Floor in the Biology Building Library of the California Institute of Technology, Pasadena. Light, medium, and dark cork tile were combined in this design.

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New Books

The Daily Newspaper and Higher Education

By Rex F. Harlow. Paper, 41 pages. Price, \$1. Stanford University Press, Stanford University, California.

This study summarizes the findings of an investigation of the publicity methods of western universities and of their public-relations programs. It similarly summarizes the attitudes of newspapers toward colleges and universities, and presents the main reasons why the newspapers occasionally fail in presenting educational news in a favorable manner.

A study of this report by both directors of public relations in the universities and by editors of newspapers would result in a vast improvement in the publicity given to colleges. The report might be read with profit by directors of public-school relations.

Editorial Treatment of Education in the American Press

By Charles R. Foster, Jr. Paper, 298 pages. Price, \$2. Harvard University Press, Cambridge, Mass.

The author of this book has based his study on a list of twenty-five daily newspapers, covering the various sections of the country and analyzing some nine thousand editorials printed within a period of five years. He classifies the adverse and favorable criticisms which are directed against school authorities and draws his conclusions therefrom.

The main point of attack relates to public finance. The newspaper editors desirous of reflecting public sentiment call for drastic retrenchment. In their demands some editors, says the author, are ruthless and unreasonable. Others are more sensitive to values and are more cautious. But all of them seek lower costs in public education.

A study of these editorials leads the author to the conclusion that "there is a strong tendency to hold boards of education responsible for all phases of school policy and administration, despite the rise, among educators themselves, of an administrative class and a technique of administration."

But coming to the nature of the adverse criticisms which were more numerous than the praises, it is found that they not only concern the subject of school costs but deal with proposed building projects, the selection of sites, the transfer of pupils from one school to another, the secret meetings, the appointments of principals, teachers, and janitors, and last but not least, the general charge of political manipulation.

The editor sits in his sanctum and frequently secures only a long-range view of school-board doings. He secures his impressions from the stories told by the newspaper reporter or the busybody that comes to his sanctum. He can bombard the school authorities without the fear of a comeback.

The author sums up his findings in the following paragraphs: (1) workers in education must realize that final responsibility for policy rests with the school boards and that the American public takes this for granted; (2) members of school boards must keep in tune with public opinion. The public expects responsiveness from its constituted school authorities and will co-operate only when it believes that attitude to be present; (3) a board of education must avoid even the appearance of devotion to special-interest groups—and particularly of undue devotion to the interests of the professional educator at the expense of the public served; (4) there must be constant divorcement of board membership from general political activity; (5) there must be constant striving for the seating of board members who can earn and maintain the public's confidence on a basis of devotion to the community's best interests; (6) each community must arrive, sooner or later, at a work-

ing understanding of what constitutes a proper relationship between the board of education and the administration responsible for carrying out school affairs.

The Six-Year Rural High School

By John Ingle Riddle. Cloth, 101 pages. Price, \$1.60. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This study of large and small school units in Alabama points to the improved educational advantages of the large rural high school and shows rather conclusively that the small school lacks in the quality of its teachers, in the curriculum, in the opportunities offered children, in the results of teaching, and above all is wasteful of public money.

The present study, carried on by means of questionnaires and personal inspection of work in 182 rural high schools, with intensive study of ten small schools and ten large schools, provides ample material for changing state policies, encouraging the establishment or continuance of small schools.

Safety Can Be Fun

By Munro Leaf. Cloth, 49 pages. Price, \$1.25. Frederick Stokes Company, New York, N. Y.

Very serious and important lessons in safety are taught to first graders in a very interesting, humorous form.

The New Little Book

By Marjory Hardy. Paper, 48 pages. Price, 20 cents.

Wag and Puff

Cloth, 144 pages. Price, 60 cents. Published by Wheeler Publishing Company, Chicago, Ill.

This preprimer and basal primer, respectively, of the "Child's Own Way Readers," are most attractive in subject matter, illustrations, and typography. They concern themselves with play activities in the home and out-of-doors, and introduce animals that arouse children's interests. The preprimer has 85 words, and the primer 174 additional words—all, except for proper names, in the Gates and Thorndike lists.



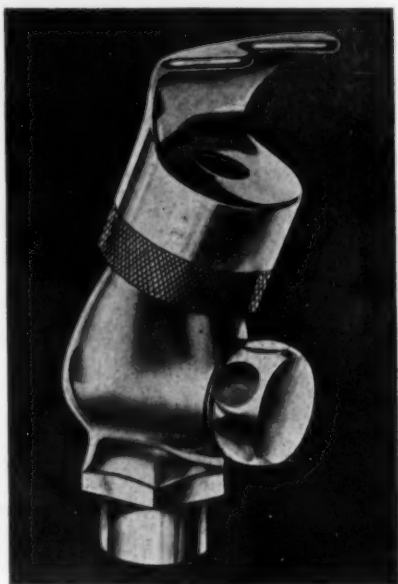
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PUBLICATIONS

Lunchroom Procedure in the Cleveland Public Schools
Prepared under the direction of Mary Hemmersbaugh, supervisor of lunchrooms. Paper, 21 pages. Published by the board of education, Cleveland, Ohio.

The Cleveland public-school lunchrooms are operated under the control of the board of education. The same policies and procedures are effective throughout the system and the aim is to operate the lunchrooms without profit or loss. The present pamphlet describes the setup for the division of lunchrooms, the character of the daily food service, method of feeding children of indigent families, the preparation of menus, the training and compensation of the lunchroom personnel, and control of health hazards. The pamphlet will serve as a guide to those engaged in the operation and management of school lunchrooms.

Analysis of Statutory Provisions for State Teachers' Retirement Systems

Paper, 30 pages. Price, 25 cents. Published by the National Education Association, Washington, D. C.

There have been in the past, three types of retirement plans for teachers: pension, mutual benefit, and joint-contributory retirement systems. The pension type is maintained in only two states. The body of this report offers a study of 27 joint-contributory state-wide plans in the various states, and deals with teachers' contributions, provisions for compulsory retirement, superannuation or service retirement allowances, disability requirements and allowances, and guarantee clauses.

How to Use Radio in the Classroom

Prepared by a committee of teachers and educators. Paper, price 5 cents. Published by The National Association of Broadcasters, Washington, D. C.

This small handbook offers suggestions to teachers interested in using radio in their classrooms. It points out what discriminating and intelligent use of the radio can bring to the classroom and to the student in after-school hours. It tells how to select school broadcasts, how to use them, and what part the teacher can play in planning the broadcasts.

Elementary English Handbook

Book I. By R. W. Bardwell, Ethel Mabie, and J. C. Tressler. Cloth, 182 pages. Price, 68 cents. D. C. Heath & Company, Boston, Mass.

This text is intended for third and fourth grades.

Occupations and Vocational Guidance

By Wilma Bennett. Paper, 102 pages. Published by the H. W. Wilson Company, New York, N. Y.

One of the perplexing problems connected with vocational guidance is that of finding information about occu-

pations. This is particularly true about the more recently developed fields of work. The present pamphlet contains information gathered from various sources. Part I is arranged alphabetically by the names of the organizations from which the materials may be obtained. Part II is a subject index to the pamphlets listed in Part I.

Selected Legal Problems in Providing Federal Aid for Education

Prepared by Robert R. Hamilton. Paper, 70 pages. Price, 15 cents. Staff Study No. 7, 1938, of the United States Office of Education, Washington, D. C.

In this document, Professor Hamilton deals with the legal status of funds appropriated to the states by the Federal Government for educational purposes. He examines in detail the constitutionality of equalization aid in the various states and the legal aspects of the problem of transportation of public-school pupils by school districts.

It is emphasized that transportation is only one of the problems that may arise in the use of federal funds. Where the state statutes render consolidation difficult or impossible, the use of federal funds for the equalization of educational opportunity will be greatly circumscribed.

Safety Education Through Schools

Bulletin No. 5, November, 1938. Published by the research division of the National Education Association, Washington, D. C.

This study seeks to present a picture typical of practices in city school systems relative to the teaching of safety. The first part deals entirely with the extent to which safety education prevails in the schools, the place it occupies in the curriculum, and the identity of the individuals who assume responsibility for the instruction.

The second section relates to methods of teaching. Part III is a study of sources of materials used in safety instruction, and suggested types of agencies which have provided the most effective help in the development of safety programs. Part IV is a discussion of the future development of safety programs in terms of teacher opinion. Part V is a review of problems in safety education, and Part VII is a review of visual materials on safety topics which can be obtained at a minimum cost.

The Extent of Equalization Secured Through State School Funds

By Newton Edwards and Herman G. Richey. Paper, 55 pages. Price, 15 cents. U. S. Government Printing Office, Washington, D. C.

Equality of opportunity for public education is not provided by existing methods of school support, according

to a report of the Advisory Committee on Education. Hundreds of counties, particularly in rural areas, do not have enough taxable wealth or income to provide public schools which meet minimum standards.

This report, prepared by staff members of the Advisory Committee, holds that in fewer than one third of the states, are equalization plans sufficient to provide for a reasonably equitable distribution of aid to those areas that have the greatest need. The authors emphasize the present inequalities of opportunity in public education throughout the country, and recommend distribution of federal and state funds to improve the schools in communities which now have insufficient income or taxable wealth in proportion to the number of children of school age. They urge that precautions be taken to insure equitable distribution of federal funds with respect to geographical areas and population elements within the states.

Remedial Instruction in Reading with College Freshmen

By Nila Banton Smith. Paper, 35 pages. Price, 50 cents. Bulletin No. 1, December, 1938, of the School of Education, Indiana University, Bloomington.

This bulletin records an experiment in improving the reading skills of college freshmen who were notably deficient. The instructor in each case made use of standing reading tests, and by means of group instruction and individual work with students, carried on a year's remedial work. At the end of the period, the standard tests were again given, indicating that great progress had been made. The present bulletin describes in detail the methods followed and the results achieved.

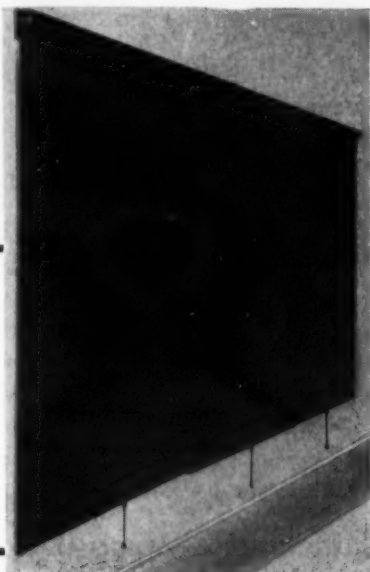
Organization and Administration of Public Education

By Walter D. Cocking and Charles H. Gilmore. Paper, 183 pages. Price, 20 cents. Staff Study No. 2, 1938, of the Advisory Committee on Education. Government Printing Office, Washington, D. C.

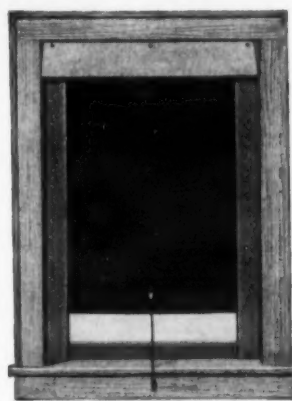
The present study was begun with the purpose of determining the character of the organization and an evaluation of the effectiveness of the administration of public education in the various states and local school units. An attempt is made to develop detailed analyses of the various types of state and local governmental organization and to evaluate the efficiency of each.

The examination of the educational systems of the 48 states reveals that no state has an organization which includes all of the necessary requisites. One of the valuable results that might emerge from a general program of federal aid to education would be the improvement of neglected aspects of educational organization and administration. Many improvements in organization, it is pointed out, could be effected through the co-operation of federal and state governments.

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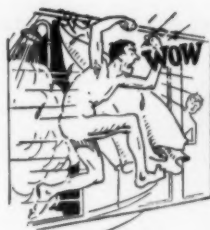


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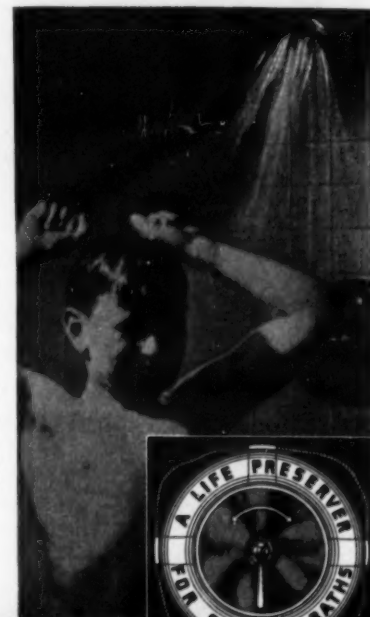
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POWERS SAFETY SHOWER MIXERS

THE ASSESSOR AND THE GENERAL PROPERTY TAX

(Concluded from page 18)

favoritism will be abolished. Such a staff will equalize local assessments and eliminate the inevitable tendency to favor the large taxpayer as against the small home owner and the small farmer.

The writer realizes that this paper only partially deals with a small segment of one of our taxes—the general property tax. The problem of assessments and the assessor has been emphasized because he believes that this is the weakest link in the present tax system.

MODERN TRENDS IN SCHOOL-BUILDING CONSTRUCTION

(Concluded from page 39)

front end and is so treated to gain a desired architectural effect. The balance of the roof is flat.

Modern buildings are constructed to eliminate maintenance costs. Concrete, tile, marble, terrazzo are being used as much as possible to give permanence and reduce upkeep. Steel window sashes, door and window casings, rails, and moldings separating tile and plaster on walls have done much to reduce maintenance and fire hazard.

Tile wainscoting in corridors and classrooms is preferred to reduce maintenance and cleaning costs, give long life; these tiles are fireproof. Substitutes for tile, terrazzo, and marble have been tried, but are unsatisfactory.

In constructing shower and toilet rooms, it has been found advisable to use lead pans

between the concrete slabs and the finish floor of tile or terrazzo, to prevent trouble after a few years from water leaking through cracks in the tile and terrazzo. The lead pans, if burned at the joints instead of being soldered, will permanently prevent leaks and add very little to the total cost.

School buildings today are almost universally of concrete and brick construction. Plaster finish is used on the interior, held in place by metal lath wired to metal channels fastened to the concrete. Ceilings are of plaster on metal lath, suspended from the concrete floor slab above by metal rods. The old method of plastering directly on concrete surfaces is no longer used as no method of securing a perfect bond between the plaster and concrete has been found. All plastering, whether on ceilings or walls, is furred out on metal lath and channels. In place of plaster, insulating materials, such as celotex, masonite, and gypsum, are being used extensively for ceilings. Where these materials are used over swimming pools, it is necessary that they be waterproofed in order to avoid trouble after a few years.

Basement rooms have been entirely eliminated. Nothing but the mechanical equipment necessary for heating and ventilating is built below grade.

Terra cotta is used in some instances on the exterior, but natural stone and brick are preferred. Concrete for exterior work is being used in some localities, but is not adapted to certain climates.

In the use of concrete for exterior surfaces, there is always the danger of using a batch which has stood too long before being poured. In such instances, trouble is sure to follow, and it is most difficult to correct. Concrete

should never be used that has stood for more than fifteen minutes after mixing. It should always be mixed until all of the aggregate is completely covered, the mixing time being determined by the type of mechanical mixer used, its size and speed of mixing.

The heating and ventilation of modern buildings has progressed even more rapidly than the materials and methods of construction. Automatic electrical control of dampers and radiators, as well as of the boilers, etc., has developed rapidly in recent years. We now have automatic electrical regulation that will maintain building temperatures within the degrees and make a record of the temperature of each room at three-minute intervals.

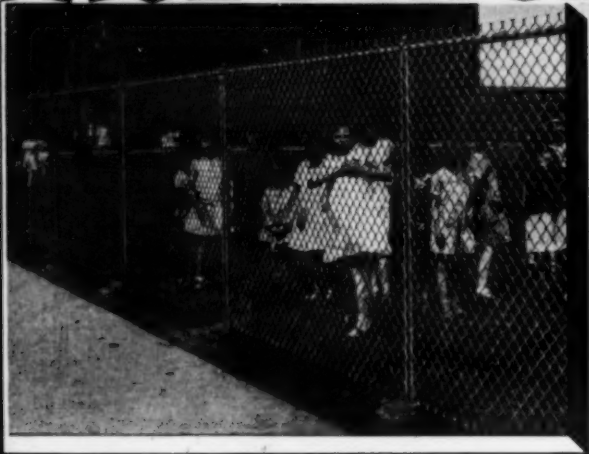
Heating is being done by hot water circulated continually by pumps through the radiators, with controls to shut off and bypass any radiator when the room is at the proper temperature. Heating systems using hot water in the radiators and air for ventilation heated by the same water are working satisfactorily and economically.

Hot water for showers and toilets is being circulated by pumps to insure instant hot water at the faucets and thus save both water and fuel.

Although most of the air for ventilating is still washed by water, air filters have been improved rapidly, until today we have filters that will remove most of the dust and dirt from the air without the use of oil. They are efficient and easily cleaned.

May I repeat that the greatest development has been in designing buildings to fit the school program. Finally, may I urge that all building design and construction be placed in the hands of a competent school architect.

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105 W. 40th St. New York City

A SMALL SCHOOL THAT HAS THE BEST

(Concluded from page 41)

oil burner is not only lighted and extinguished automatically as needed during the day, but turns itself on in the morning, and off in the afternoon when school closes. Only \$35 worth of fuel oil, which costs but 4.6 cents per gallon, was burned during the first seven weeks of school—less than \$1 per day. Fuel oil is stored in a 12,000-gallon underground steel tank.

The educational planning for the board of education was carried on by Supt. M. B. Winslow. Mr. William Laing, of Medford, Oreg., prepared the architect's plans and supervised the construction. The Medford board of education consists of Robert Harris, chairman, A. Lyle Sams, John A. Schieferstein, Esther M. Freeden, and Charles R. Cooley.

ADMINISTRATORS AND TYPEWRITERS

(Concluded from page 53)

An efficiently equipped typing department would have the same model of machine for all the first-year students. What model of really standard machine is used does *not* matter. All of them are good; all turn out excellent copy. For the second-year class, the group that will probably go into business for a living, there should be at least one model of each machine in common use, more if the district can afford them. These students could be rotated to these models, thereby becoming familiar with the various gadgets. But if the budget will not permit that bit of expense, the pupils and the teacher will be far better off

with a standardized department—one make of machine. Any machine! But the same model!

There is as much difference between a 1936 model and a 1938 as there is difference between automobiles of those years. If replacements are made one third each year, you will still have two thirds of your machines somewhat different from the new ones. Why not set aside a definite amount for typewriters each year and buy new machines every third year, thus thoroughly standardizing the teaching equipment?

Personal News of School Officials

- MR. HERMAN J. WIRTENSON, JR., has been elected president of the school board at Westwood, N. J.
- MR. EARL R. STIVERS has been elected president of the school board at Rockaway, N. J.
- The school board of Denville, N. J., has reorganized with the re-election of GEORGE D. VAN ORDEN as president, and FRANK DICKERSON as clerk.
- MR. HERMAN PARTRIDGE has been elected president of the school board at Hillsdale, N. J.
- MR. ROY W. SNYDER has been elected president of the school board at Hawthorne, N. J.
- MR. THOMAS J. FENDER has been re-elected as president of the school board at Augusta, Ga.
- MR. ALFRED BURDETT has been elected president of the school board at Charlemont, Mass.
- The school board of Pelham, Ga., has reorganized with the election of A. R. BAGGS as president, and J. B. CHISM as secretary. The new members are DR. J. W. MOBLEY, J. B. CHISM, and DR. D. P. BELCHER.
- The school board of Birmingham, Mich., has elected MR. MARK HARDIN as president. MR. WILLIAM A. DALEE has been named secretary. MR. LEE E. JOSLYN, JR., was elected to succeed Charles S. Kinnison as a member of the board.
- MR. ORIE LEBUS, formerly president of the school board at Cynthiana, Ky., was the guest of honor at a

dinner given in the Hotel Harrison, on January 20. A large gathering of schoolmen and school patrons was present to extend congratulations and to express appreciation for his 37 years of public service.

- MR. H. L. MILLS, of Houston, Tex., has been re-elected business manager for a five-year term.
- MR. ERNEST NEWTON has been re-elected secretary of the school board at Earlinton, Ky.
- MR. JOHN E. TWOHEY, a member of the board of education of Tupper Lake, N. Y., died recently. He had been a member of the board for twelve years, and had served both as president and secretary.
- DR. WALTER R. DOLAN has been elected president of the board of education at Stamford, Conn.
- DR. RAYMOND FESSENDEN has been elected president of the school board at Athol, Mass.
- The school board at Dalton, Mass., has reorganized with the election of ALBERT L. ALLEN as president; HERBERT L. ALLEN as secretary; and ANDREW M. CANAVAN as treasurer.
- DR. HERBERT L. STRANDBERG, for six years president of the board of education of Carteret, N. J., died at his home, on February 25, at the age of 49. Dr. Strandberg had recently been appointed to serve another term as president. He was a graduate of the University of Maryland Medical School.
- MR. JOSEPH T. MADDOX has been elected president of the school board at Euclid, Ohio.
- MRS. AGNES SHIELDS has been re-elected president of the school board at Flemington, Pa.
- MR. WILLIAM J. KOEN has been elected president of the school board at Somerville, Mass. DR. WALTER E. WHITTAKER was named vice-president.
- MR. JAMES E. MEYERS has been appointed to the new position of Commissioner of Housing for the board of education at Cincinnati, Ohio.
- MR. JOHN F. THOMAS, assistant superintendent of schools of Detroit, Mich., has been named associate editor of *School Business Affairs*, the official organ of the National Association of Public-School Business Officials.
- MR. CARL G. MONASTRO has been re-elected as president of the school board at Hammonton, N. J.
- SUPT. J. R. VINCKEL, of Arlington, Nebr., has been re-elected for a twelfth term.
- SUPT. R. T. SCOREE, of Jefferson City, Mo., has been re-elected for his third term.
- MR. J. LYNN WILSON, superintendent of schools in Nashville, Ill., died on March 4, at the age of 34.
- MR. FRANK PROUT, of Sandusky, Ohio, has been appointed president of Bowling Green University.
- SUPT. CHARLES E. DUDLEY, of Henderson, Ky., has been re-elected for his nineteenth year.

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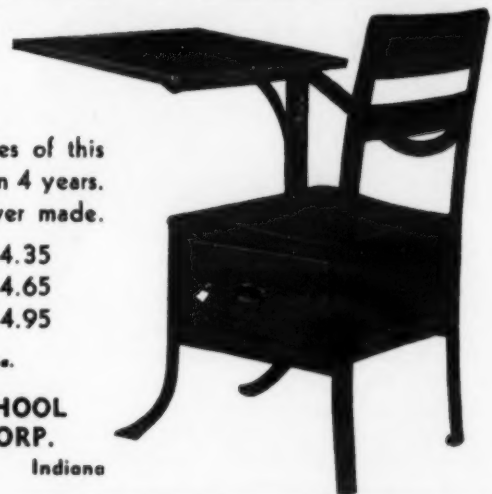
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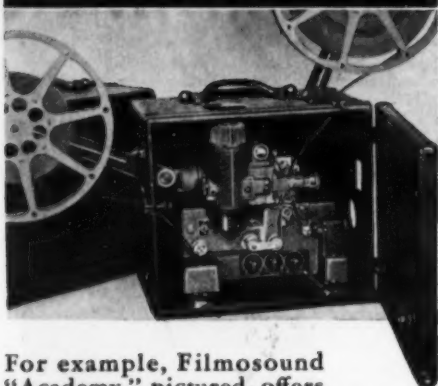
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After The Meeting

The Teachers' Section

Early in July, 1938, a group of Americans were shown through heaven. The guide pointed out one large section and stated it was the bankers' colony. The visitors saw a number of prosperous-looking gentlemen of middle age taking life easy. Another section, occupied by men and women who seemed to be exceedingly busy, was declared to be the home of the retail merchants. A third section was designated as the musicians' colony, etc. One of the visitors, however, inquired about a section that appeared to be entirely deserted. To his inquiry, the attendant replied, "That is the school teachers' colony. They are not here during the summer. They are all down on earth going to summer school."

(Quoted from Fargo, N. Dak., Public School Bulletin. H. H. Kirk, superintendent of schools.)

Could Not Help It

Young Tom, son of an old colored cook, was expelled from high school. In explaining his difficulties to her employer the Negress said: "That boy just couldn't help being sassy to that principal. You see, he's done got diabetes, an' gets an injection of insolence every day."

Why School Officials Grow Gray

The New York City Board of Examiners receive vast quantities of applications. According to the *World*, the following letter was received recently:

"Dear Sir: Please send me your exzmatation for the Job I seen in the Paper. Of Music."

The handwriting matched the spelling and the punctuation.

"Well," it was suggested by one examiner with a philosophic turn of mind, "he's probably a good fiddler at that."

Tactful Opinion

It is reported that Mr. Frank Cody, superintendent of schools at Detroit, Mich., was once asked to criticize the work done in a high-school sewing class. Mr. Cody fumbled for some time with the various articles shown and finally observed, "I'm sure you will notice that the sewing has been in good hands."

Willing!

Bill was not especially apt in doing his school-work, and all of the fifth-grade children were convinced that he was "dumb." Bill himself conceded their appraisal.

One day the superintendent visited the room in which Bill was a pupil and proceeded to test the spelling ability of the class. One especially large and difficult word was used as an experiment. To the surprise of all, Bill spelled the word correctly the first time without the slightest hesitation, whereupon this conversation followed:

Superintendent (*enthusiastically*): "Correct! Who said Bill couldn't spell? I think Bill has been fooling most of you including Miss Jones."

Miss Jones: "The trouble is that Bill will forget by tomorrow morning."

Superintendent (*trying to encourage Bill*): "I'll bet a dollar he won't." (*Turning to Bill*): "How about it Bill?"

Bill: "It's all right with me if she wants to take a chance."



A Considerate Son

"Your school report is disgraceful, Bobby. Aren't you ashamed of yourself?"

"Dad you promised me \$5 if I brought home a good report, and mummy told me you couldn't afford it." — Detroit Free Press.

School Buyers' News

Addition Erected to Nesbitt Plant

The John J. Nesbitt Company, Inc., of Holmsburg, Philadelphia, Pa., has erected an addition to its modern plant, to meet the needs for additional facilities as a result of an increasing volume of business in the heating and ventilating line. The new brick and concrete structure comprising two bays, gives an additional 15,000 square feet



Albert J. Nesbitt

of floor space which will be used for the manufacture of a special copper heat-transfer surface recently developed by the Nesbitt Company.

The firm recently announced an all-copper heating surface without internal steam-distributing tubes, for high as well as low-temperature use. The surface is marked by tubular copper headers with extruded tube collars, which results in a high efficiency.

Nesbitt heating surfaces are distributed by the leading manufacturers of fan-system apparatus. Complete information is available upon request.

Skilsaw Announces New Hole Saws

Skilsaw, Inc., Chicago, Ill., manufacturers of portable electric tools, have placed on the market a new line of hole saws, which offer many advantages over competitive items of similar type. Skilsaw hole saws are made in one piece, of Tungsten high-speed steel, and have been developed to cut faster and to retain longer a sharp cutting edge.

Skilsaw hole saws come in diameters from 3/4 in. to 3 1/2 in., and are used for cutting sheet metal, cast iron, tile, plaster, marble, and other similar materials.

Announce New Alphacolor Chalk Crayons

The Weber Costello Company, Chicago Heights, Ill., has announced its new Alphacolor chalk crayons, which are made in twenty-four colors. The firm declares that these crayons are the ideal color medium for school use, because they are the cleanest, the most brilliant, and the smoothest



New Weber-Costello Crayons

working colors available. The packing is not only attractive but very convenient. The gross of colored chalk consists of six 24-stick handi-paks or twelve 12-stick handi-paks.

The firm also announces an alphacolor board, a special framed board made for colored chalk.

This provides a special writing surface for colored-chalk use.

A special rough-finished paper, Alphonatone paper, is also being produced for chalk use. Large sheets of this Alphonatone paper can be suspended from the map or display rail so that the pupil may stand up to his work.

Complete information is available upon request.

New Howe Semi-Automatic Metal Folding Tables

The Howe Folding Furniture Company, Inc., 1 Park Ave., New York, N. Y., has extended its line of folding furniture by the addition of the Howe semi-automatic metal folding tables, which are suitable for school and classroom use.

The Howe semi-automatic folding tables are strong, light, simple, and practically indestructible. They are made in a variety of sizes and shapes to meet the demands for schools and edu-



New Howe Semi-Automatic Metal Folding Table

cational institutions. When fitted with linoleum or masonite tops, they are especially useful for

cafeterias, for classroom purposes, for room-service tables, and for small group meetings.

The Howe tables have ample and smooth flat-stacking surfaces which permit 50 tables to be piled up in one stack and stored when not in use. Complete information is available upon request.

Announce Hamilton Classroom Layouts

The Hamilton Manufacturing Company, Two Rivers, Wis., has issued a 27-page catalog, illustrating and describing its typical classroom layouts for chemistry, physics, general science, biology, homemaking, sewing, cooking, mechanical drawing, and general shop. As an aid in picturing the requirements of different types of rooms and their associated equipment, the booklet will be found very useful.

The layouts can be used as the basis of early planning. With each room plan, there is an illustration of the major pieces of equipment to help superintendents, architects, and teachers to visualize the completed result. Important items of equipment are included in the layouts, particularly cabinets and outlets for gas, water, drain, and electricity. Complete "roughing-in plans" for each item of equipment are offered to enable the school to locate exactly all the required services.

New Combustion Regulator

A new type V-80, combustion regulator, designed to hold steam pressure in a gas-fired boiler and to control the air supply to the burner, has just been announced by the Minneapolis-Honeywell Regulator Company, Minneapolis, Minn.

The combustion regulator may be installed to automatically fire any radiant or blue flame burner of the atmospheric type. The installation is simple, since the entire control is mounted on the gas valve bonnet at a single point. A 1/4-in. steam supply and exhaust line and connection to the electric service complete the installation. High pressure safety is assured and additional safety devices include a low-water cutoff, and a flame safeguard to cut off the burner when the electric safety circuit is cut off.

Complete information is available to any school official, or architect, upon request.

Announce Bell-Howell Filmoarc

The new "Filmoarc projector" of the Bell-Howell Company, 1801 Larchmont Ave., Chicago, Ill., is the most powerful of 16-mm. sound-film projectors.

The new projector has been engineered throughout as an arc machine, using a high-intensity electric arc formed by two carbons which are automatically positioned. It is also adapted for showing pictures in color.





New Bell-Howell Filmoarc Projector

The machine was introduced with an initial performance in the Rockefeller Theater, in New York City, with the showing of a picture in color, entitled "On the Ice." The performance proved to a critical audience that the Filmoarc uses all the latent possibilities of 16-mm. film, combining distance and brilliance previously considered possible only with 35-mm. film.

Information regarding the Filmoarc projector may be obtained by writing to the Bell-Howell Company, in Chicago.

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But you can see that Wyandotte is prepared with a full line of efficient, economical culinary cleaners—one for every dishwashing operation—by hand or machine—in hard, medium or soft water.

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